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A STUDY OF THE OCCUPATIONAL STATUS OF THE YOUNG ADULT DEAF OF THE SOUTHWEST AND THEIR NEED FOR SPECIALIZED VOCATIONAL REHABILITATION FACILITIES. FINAL REPORT.

BY- KRONENBERG, HENRY H. BLAKE, GARY D.

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AN INTERVIEW-QUESTIONNAIRE STUDY WAS MADE TO INVESTIGATE THE OCCUPATIONAL STATUS AND OPPORTUNITIES OF YOUNG DEAF ADULTS, AND WHETHER FURTHER VOCATIONAL PREPARATION WOULD ENHANCE THEIR VOCATIONAL OPPORTUNITIES. ON-THE-JOB DIFFICULTIES WERE REVIEWED. THE MAJORITY OF THOSE INTERVIEWED SAW A NEED FOR POST-SCHOOL TRAINING. SEVERAL TYPES OF PROGRAMS WERE CONSIDERED. (EB)

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YOUNG DEAF ADULTS AN OCCUPATIONAL SURVEY

HENRY H. KRONENBERG, Ph. D. AND GARY D. BLAKE, M.S.E.

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FINAL REPORT

A STUDY OF THE OCCUPATIONAL STATUS OF THE YOUNG ADULT DEAF OF THE SOUTHWEST AND THEIR NEED FOR SPECIALIZED VOCATIONAL REHABILITATION FACILITIES

June 1, 1964 - May 31, 1965

Henry H. Kronenberg, Ph.D., Dean
College of Education
University of Arkansas
Project Director

Gary D. Blake, M.S.E.
Hot Springs Rehabilitation Center
Hot Springs, Arkansas
Project Coordinator

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of the
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Members of the Planning Committee:

Aud, Edward J., Chief of Administrative Services, Oklahoma Vocational Rehabilitation Division

Brown, Robert, Superintendent, Mississippi School for the Deaf

Darr, Aud F., Director, New Mexico, Division of Vocational Rehabilitation

Harrison, Lloyd, Superintendent, Missouri School for the Deaf

Hester, Marshall, Superintendent (Retiring), New Mexico School for the Deaf

Little, James, Superintendent (Incoming) New Mexico School for the Deaf

McCharen, Travis, Director, Mississippi Vocational Rehabilitation Division

Parks, Roy, Superintendent, Arkansas School for the Deaf

Roth, Stanley, Superintendent, Kansas School for the Deaf

Russell, Don W., Director (Outgoing), Arkansas Rehabilitation Service

Scouten, Ed, Principal, Louisiana School for the Deaf

Swayze, W. B., Assistant Director, Louisiana, Vocational Rehabilitation Division

Talley, Joy O., Director, Missouri, Vocational Rehabilitation

Triplett, Roger H., State Director, Kansas Division of Vocational Rehabilitation

Youngers, Richard T., Superintendent, Oklahoma School for the Deaf

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Interviewers:

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We appreciate the support of this project by the Vocational Rehabilitation Administration. Their continuing interest in deaf persons is resulting in a more positive and professional approach to the expansion and development of beneficial services.

Finally, this project could not have been conducted without the cooperation of hundreds of young deaf adults, their parents, and employers. It is our hope that the information they have provided through this report will contribute to the body of knowledge through which beneficial expansion and development of services stems.

HENRY H. KRONENBERG

GARY D. BLAKE

FOREWORD

The needs of the deaf as they prepare for and enter the field of work in this Nation have been met, in part, by the public and private educational institutions and by the state vocational rehabilitation agencies. The Arkansas Rehabilitation Service has demonstrated interest in meeting these needs as it was among the first of the state agencies to employ a full-time vocational counselor to serve deaf and hard of hearing. Cooperation is evidenced between the Arkansas State School for the Deaf and the State Agency for in 1956, the two joined forces to establish an Audiology Center on the school campus. The Audiology Center provides audiological services for the deaf and hard of hearing school students as well as the other deaf throughout the State who may be in need of such services.

That other needs for serving the deaf existed was recognized by the State Agency. This was particularly true in the field of vocational training. When the Hot Springs Rehabilitation Center (comprehensive) was established by the State Agency in 1961, all disability groupings were included for admission. The number of deaf students admitted and served, however, was minimal during the ensuing two years. And these students presented commuication problems for staff members. Accordingly, in January, 1964, the State Agency employed a specialist for the deaf to be housed at the Center. His duties and responsibilities included facilitating and coordinating the provision of services to deaf students. The duties included instruction of the staff in communication methods, and in the psychology of the deaf as it pertained to personal, social, training, and work adjustment. As this program developed, consideration was given to the possibility of the Hot Springs Center serving a larger deaf student population than that which seemed to exist in the State of Arkansas.

It became apparent that additional information was needed regarding the rehabilitation needs of the deaf in Arkansas and in the area surrounding the State. Where should the deaf be served? How should the deaf be served? Who should serve the deaf? How many of the deaf needed these services?

Seeking answers to these questions is the intent of this study--to survey the young adult deaf in the Southwest, their family members, the school administrators, and the state rehabilitation agency directors--so that a composite report might be effected.

Some of the answers to the needs of deaf, to be brought out in this report, are already under investigation. Early data recorded in this study showed that parents of deaf students were concerned that their children be provided vocational training in a comprehensive Center, in an environment with the hearing students. To test the feasibility of such an approach, a VRA supported research study, RD-1932-S, was inaugurated in August, 1965, at the Hot Springs Rehabilitation Center. Its purpose is to provide a "Demonstration to Determine the Efficacy of Providing Rehabilitation Services to the Adult Deaf in an Ongoing, Comprehensive Rehabilitation Facility for Handicapped Hearing Persons."

Continued endeavors, by both state rehabilitation agencies and the educational institutions for the deaf, should result in the contributions needed for improvement in the vocational preparation of these young persons.

. . . the project staff

CHAPTER I

INTRODUCTION

A. Origins of this Study

This survey was an outgrowth of the study conducted among young deaf adults in the New England states. The origins of that study were briefly outlined by Dr. E. B. Boatner in a presentation to the International Congress on Education of the Deaf (ICED), Washington, D. C., June 1963.

> The idea of regional technical centers and regional training centers for the deaf was brought forth in the convention of 1947 by Mr. Roy Parks and others. Prior to that, about 1938, Mr. Harvey Barnes, who was the vocational principal of the Illinois School for the Deaf, proposed the establishment of a national technical college for the deaf. These proposals were not implemented and in fact seem to have been more or less forgotten.
>
> In 1961 at the Stowe Institute on the Rehabilitation of the Deaf and Hard of Hearing, held in September of that year, a paper on vocational aspects of the education of the deaf strongly stated that regional technical and regional vocational centers were not only a desirable development, but an urgent necessity.
>
> In May 1962 an afternoon meeting was arranged at the American School for the Deaf to which vocational rehabilitation officials and educators of the deaf of various New England states were invited as well as the adult deaf and parents of deaf students. The purpose of the meeting was to devise someway of furthering the development of such a center for the New England region.
>
> In February 1963 the matter was discussed further with Dr. Mary Switzer, Commissioner of the Vocational Rehabilitation Administration, Dr. James Garrett, Deputy Commissioner, and other officials of the VRA. Subsequent to this meeting an application for a survey grant was made for the purpose of making an occupational survey of the young deaf adults of New England, including all those who had left the various schools for the deaf for the past 7 years.[1]

---

[1] Boatner, Edmund B., "Report on Regional Training Centers," Report of the Proceedings of the International Congress on Education of the Deaf and the 41st Meeting of the Convention of American Instructors of the Deaf, Gallaudet College (Washington D. C.: United States Government Printing Office, 1964), pp. 70-71.

The rationale for involving the southwestern states in a parallel study was stated by the New England project investigators as follows:

> It was recognized at the outset of this investigation that the results of study of the occupational status of deaf adults in New England suggest, but cannot be generalized to, a national pattern. For this reason, a second investigation in the southwest region of the United States was welcomed. This second investigation currently being conducted, is a replication of the New England study, drawing from a different geographic and economic region.
>
> Conclusions drawn from these two regions should produce generalized information on the occupational status of the deaf nationally, and from this information it should be possible to recommend a course of action to guarantee the nation's deaf appropriate vocational preparation.[2]

Through the efforts of Mr. Don Russell, former Director of the Arkansas Rehabilitation Service and other interested individuals such as Mr. Roy Parks, Superintendent of the Arkansas State School for the Deaf, the Vocational Rehabilitation Administration awarded the Arkansas Rehabilitation Service funds to conduct the southwestern study.

B. Problem, Purpose, and Objectives

Since this investigation was obligated to replicate the New England study, the section of the companion study report dealing with problem, purpose, and objectives is quoted below.

1. Problem

> There is considerable empirical evidence to suggest that the deaf tend to be underemployed, to be employed in positions below their basic aptitude level. Most directors of schools for the deaf make an effort to remain informed of the status of graduates of their schools. Many graduates, in spite of all the training resources of the school, appear to be placed in relatively unremunerative and unchallenging occupations. This is a several-faceted problem.

---

[2] Boatner, E. B., Stuckless, E. R., Moores, D. F., Occupational Status of the Young Adult Deaf of New England and the Need and Demand for a Regional Technical-Vocational Training Center (West Hartford, Connecticut: American School for the Deaf, 1964). p. 7.

First, are the deaf in fact underemployed? By what standards can it be determined whether they are employed in positions below their aptitude level? A number of variables must be considered. Should level of communication skill, for example, be considered in the assessment of aptitude?

Second, if the hypothesis of underemployment is confirmed, why is this so? Is it because schools have not remained current in their vocational education curriculum? This opens other problems such as school financing and the rationale for schools for the deaf being committed to terminal vocational education. Is the problem basically one of placement? Is it a sociological problem produced by graduates returning to small towns where opportunities are often less than in the large city?

Third, if underemployment among the deaf is prevalent, how can it be eradicated? Should schools for the deaf be given greater financial support to improve their vocational education program? Should students be encouraged to continue training in public school programs? Should vocational programs for the deaf be established on a large regional basis? Should vocational rehabilitation agencies be encouraged to assume a greater responsibility for the training of young deaf people?

It is obvious that all these questions centering on the occupational status of deaf adults cannot be answered through a single investigation. Indeed, many are seemingly unresolvable through research alone. As with all behavioral research, no conclusions will stand for the entire population.

2. Purpose

The general purpose of this investigation was to study the occupational status and opportunities for young deaf adults in New England /and the Southwest/. Current occupational conditions for the deaf would be described and related to vocational aspirations, aptitude and training.

Through direct contact with parents, teachers, employers, and deaf students and employees the need and demand for increased vocational education for the deaf would be determined. The investigation would address itself to determining whether further vocational preparation would enhance the vocational opportunities of the deaf.

Several alternatives for preparing the deaf vocationally would be investigated, and the feasibility of establishing a regional technical-vocational training center for the deaf in particular would be studied.

3. Objectives

This investigation focused on four major objectives. These were to determine:

(1) the current occupational status of, and general conditions for, young deaf adults in New England, [and the Southwest].

(2) the current formal vocational preparation of young deaf adults.

(3) the vocational aspirations, aptitudes, and opportunities of young deaf adults.

(4) the need and demand among young deaf adults for a regional technical-vocational training center for young deaf adults as a means of increasing employment opportunities.[3]

C. Review of Literature

Recent literature indicates intense concern for the current employment preparation resources, occupational status, and employment outlook for the deaf. Parks stated that "during the past two years there has been more activity and concern about the employment status of graduates and dropouts of the schools for the deaf than in any other similar period in the history of the education of the deaf."[4]

The quotations which follow are a sampling of the concern expressed by educators, researchers and rehabilitation workers.

> . . .the changing industrial picture, from the basic to the highly complex, technical aspect of today's industry has caught the deaf short. No matter how hard they try, our schools cannot keep up with the changes occuring in industry and as a result our present day graduates are turned out into a world for which they are totally unprepared. Jobs that once were attractive to the deaf are now becoming short in supply.[5]

> . . .I cannot speak for other nations but of growing concern in the United States to educators, economists, labor and business

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[3] *Ibid.*, pp. 7-9.

[4] Parks, Roy G., "First Things First," *The Arkansas Optic* (Little Rock, Arkansas: Arkansas School for the Deaf, November, 1964), Vol. 84, No. 2, (editorial).

[5] Roth, Stanley D., "Editorial," *The Kansas Star* (Olathe, Kansas: Kansas School for the Deaf, May, 1965), Vol. 78, No. 9.

leaders, criminologists, social workers, and lawmakers, in particular, is the increasing number of young people between the ages of 17 and 22, who enter the labor market without any marketable skills or with skills that, at best, are marginal. The technological revolution that goes on unabated and at a rapidly increasing pace is drastically reducing the employment opportunities for those with marginal or obsolescing skills.

As teachers of children with severe disorders of communication, we cannot ignore this distressing situation, since realism compels us to recognize that in any economy our students may find their economic opportunities limited. The burgeoning technology compounds our problem and underlines our responsibility. The old panacea, 'Give them vocational training' will no longer do. Vocational training for what? Educators are faced with the perplexing problem of preparing young people for jobs that at the time of their schooling do not yet exist. Furthermore, specific vocations for which they are being prepared may cease to exist when the students graduate or after they have been employed for a discouragingly short time.[6]

. . .it is certain that many deaf persons are vastly underemployed. . .Most of these individuals had to accept routine and relatively low-paying occupations, whereas many of them, by virtue of intelligence and general aptitude, were potentially capable of much more highly skilled work. . .This points up the fact that the greatest need of the deaf today is for technical training centers to which the graduates and leaving students of schools for the deaf can go to receive technical and vocational training which would fit them for jobs in business and industrial fields commensurate with their true abilities. Nowhere in the country are satisfactory opportunities for such training available to the deaf.[7]

. . .Unemployment and underemployment continue to be persistent problems of all too many of our deaf clients. Improvement in the outlook for the disabled in general has not applied equally to the deaf.

The basic reason for the disadvantage is all to (sic) familiar: Our modalities of rehabilitation of the deaf have simply not reached the level of effectiveness as with the hearing disabled.

---

[6] Silverman, S. Richard, "Education of Deaf Children - Past and Prologue," Report of the Proceedings of the International Congress on the Education of the Deaf and the 41st Meeting of the Convention of American Instructors of the Deaf, Gallaudet College (Washington, D.C.: United States Government Printing Office, 1964), p. 121.

[7] Boatner, et al, op. cit., p. 72.

> The deaf do not receive the same quality of counseling and evaluative services. They cannot profit equally from social and psychological services. Vocational training cannot meet the full needs of the deaf in the usual settings. Placement efforts are haphazard, often without full conviction and enthusiasm on the part of the rehabilitation counselor or placement officer. The deaf are pressured to take jobs far below their potential or actual level of ability. Even the resources of the community so vital in the consummation of the rehabilitation process, are not marshaled for the full benefit of the deaf.[8]
>
> . . .Here is one of the great challenges facing research and demonstration in the rehabilitation of deaf people; to eliminate the occupational pigeonholing of deaf persons in the skilled and semiskilled trades and to open more professional opportunities to those deaf persons who have the ability to handle them.[9]

The New England survey of the young deaf adults was the first study of its kind in the United States. A procedure was utilized which provided a valid, regional sampling, among the young deaf adults relative to sex, school attended, and year of graduation. The sample population seemed to follow "normal" trends according to race, economic status, or occupational skill level. The results of that study, according to the investigators, clearly established the need and demand for regional, post-school, vocational-technical training centers. "Unequivocal" approval of this concept was given by 91% of the parents of current and former students of schools for the deaf and by 73% of the young deaf adults themselves. The study concluded that "the occupational status of, and general employment conditions for young deaf adults in New England are substantially lower than those of the general population as evidenced by (a) a preponderance of young deaf adults employed in semi-skilled and unskilled occupations, (b) low wages, (c) unemployment rate."[10]

---

[8] Reedy, Corbett, "Vocational Rehabilitation is Opportunity," Report of the Proceedings of the International Congress on Education of the Deaf and the 41st Meeting of the Convention of American Instructors of the Deaf, Gallaudet College (Washington, D. C.: United States Government Printing Office, 1964), p. 1081.

[9] Quigley, Stephen, "Research on the Vocational Rehabilitation of Deaf People," Report of the Proceedings of the International Congress on Education of the Deaf and the 41st Meeting of the Convention of American Instructors of the Deaf, Gallaudet College (Washington, D. C.: United States Government Printing Office, 1964), p. 1091.

An occupational study among the general deaf adult population of the United States was concluded in 1959 by Lunde and Bigman[11] and is widely acclaimed, and justly so, for its scope and results. However, by the investigators' own admission, the more than 10,000 respondents could not "be described with assurance as constituting a representative sample of the adult deaf population of the United States as they were intended to."[12] There was evidence that the survey group under represented age groups below 20 and over 60; women; negroes; and persons at the lowest economic level. This study revealed that 78% of the respondents were employed, 11% were housewives, 4% were retired and those remaining were "other."

The rate of unemployment could not be determined due to the wording of the questionnaire, but it appeared that the employment figure would be less than 5%. Approximately 70% of all employed respondents held skilled or semi-skilled positions. The occupational distribution of the deaf was quite unlike that of the general population. The percentage of those in white collar jobs was 47% for the total (U.S.) population while the deaf survey group yielded a figure of 17%; the percentage of those in manual jobs was 52% for the total population and 83% for the deaf group surveyed. The percentage of deaf persons in "service work" and unskilled manual labor was less than for the total U.S. population. The deaf appeared to be very stable on the job for over two-thirds had been employed in only one job during the preceding ten years. The median salary of the survey group, $3,465, was considerably above the national figure of $2,818. Deaf men earned less than hearing men, but deaf women earned approximately as much as hearing women. A large majority of the deaf employees rated their working conditions and salaries as "good."

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[10] Boatner, et al., op. cit., p. 101.

[11] Lunde, Anders S. and Bigman, Stanley K., Occupational Conditions Among the Deaf (Washington, D. C.: Gallaudet College, September, 1959)

[12] Ibid., p. 4.

Rosenstein and Lerman conducted a recent survey among graduates of the Lexington School for the Deaf to determine the vocational status and adjustment of deaf women. The results of that study were obtained from information secured regarding females who left school during the years 1935-1959. The criteria for including a former student in the survey population was based upon the following: (1) a minimum of three years at the Lexington School for the Deaf prior to departure, (2) a chronological age of at least 15 years at school leaving, (3) an intelligence quotient of at least 75, (4) a hearing loss of 60 decibels or greater, (5) the onset of hearing loss must have been no later than at age three, and (6) the absence of "a deformity or physically handicapping condition, in addition to deafness."[13] For the last job held, 40% of the former students held positions in the clerical and sales area, 36% were in semi-skilled positions and 17% were in unskilled positions. The average starting pay for the last job was $45. Females who had academic programs during their last three years in school earned more than those who followed vocational programs in their latter school years. Seventy-one percent of the entire group expressed satisfaction with their jobs. Deaf female employees apparently performed quite adequately on the job and had made appropriate adjustments to the situation in which they worked. Forty-four percent of the employees communicated solely with speech on the job.

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[13] Rosenstein, J. and Lerman, A., Vocational Status and Adjustment of Deaf Women (New York, New York: Lexington School for the Deaf, 1963), p. 158.

Four percent of the total survey group indicated severe communication difficulties on the job.

Dunn conducted a study of Wisconsin's deaf in 1957 and reported that " . . . the position of the deaf in Wisconsin is for the most part good as indicated by high levels of education and employment. . ."[14] The median weekly wage of the deaf adult population was $65. This report showed approximately two-thirds of the deaf surveyed to be employed while 8% were unemployed.

In a survey of graduates from 1959 to 1963 of the California School for the Deaf at Berkeley, Delgado found the rate of unemployment among the employment force to be 30%. Most of the graduates earned from $200 to $300 monthly.[15]

D. Proposals for Improving and Expanding Employment Preparation

This section will present the proposals of educators, rehabilitation workers, and lay persons which are currently held to be feasible approaches to the problems experienced by the deaf in obtaining more suitable preparation for employment.

A National Workshop on Improved Opportunities for the Deaf was sponsored by the Vocational Rehabilitation Administration of the Department of Health, Education and Welfare; and the University of Tennessee in October, 1964, shortly after the southwestern survey was initiated and after the New England report was published. The participants were carefully selected from educators of the deaf, rehabilitation workers, deaf persons, parents of deaf children, labor, and government.

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[14] Dunn, John H., Special Project to Study Wisconsin's Rehabilitation Programs Associated with Deafness, 1957, p. 15. (mimeographed)

[15] Delgado, Gilbert, Survey of Graduates from 1959 to 1963 (Berkeley, California: California School for the Deaf, 1963), p. 29. (mimeographed)

> Those present provided a broad spectrum of persons interested in the overall vocational training and rehabilitation of the deaf. In addition, they represented the several philosophies concerning the education of the deaf and the varying schools of thought relating to the vocational training of the deaf. Finally they represented those interested in trade and technical education and labor.[16]

The major proposals emerging from that workshop are stated below:

> (1) One national technical or vocational-technical school for the deaf;
> (2) Several regional vocational-technical schools for the deaf;
> (3) A combination national technical school and several regional vocational schools;
> (4) The possible use of existing vocational-technical schools, using interpreters, notetakers, counselors, and other supporting personnel;
> (5) A comprehensive facility related in some manner to an existing university located in an industrial urban area--such facility to include vocational training, technical training, remedial training, cooperative work experience, diagnostic and guidance services, vocational teacher preparation, vocational counselor preparation, adult education programs, and research in the vocational education of the deaf.[17]

Additional proposals at the Improved Opportunities Workshop considered the need for sheltered workshops for multiply handicapped deaf persons, vocational counseling centers, adult education programs, and on-the-job training. There seemed to be a concensus among participants that any facility or program established for the deaf should be comprehensive in nature.

A majority of workshop participants agreed that current vocational-education offerings of schools for the deaf should not be discontinued but suggested that the emphasis of these programs should be altered to provide adequate prevocational experiences.

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[16] Hester, Marshall S. in Ott, Joseph T. (ed.), Proceedings of a National Workshop on Improved Opportunities for the Deaf (Knoxville, Tennessee: The University of Tennessee, October, 1964), p. 1.

[17] Ibid., pp. 17-21.

However,

> A combination of one national vocational-technical school for the deaf with regional vocational schools, perhaps four in number, appeared to attract the support of the greatest number of workshop participants in their efforts to pinpoint a solution to the critical need for improved vocational opportunities for the deaf.[18]

Although the Workshop group of experts meeting in Tennessee in October, 1964, expressed unanimity concerning the urgent need for action in expansion and improvement of employment preparation opportunities for the deaf, there was a divergence of opinion as to the best plan to implement the expansion, and therefore,

> . . .the workshop made a strong recommendation that a representative national committee be established to study existing programs and devise new programs and facilities to meet the varied vocational needs of all the deaf.[19]

Some educators suggest that schools for the deaf could meet the vocational preparation needs of their students more adequately if they pooled their resources. This is not a new idea, but the concept was well summarized by Radvany in a presentation at the 1963 International Congress of Educators for the Deaf held in Washington, D. C.

> Often the first reply to this /that schools for the deaf should provide more adequate vocational training/ is that vocational education is expensive and that our schools cannot afford to offer a diversified program in order to insure success. Admittedly the small states and small schools have a problem with regard to small enrollments and inability to justify such expenditures. This need not be the final answer however.
>
> There is no reason why schools within states cannot establish area schools to serve the needs of all. Small states could also pool their resources into one area school. This type solution advanced nearly 20 years ago could be the answer to a problem which must be solved.[20]

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[18] *Ibid.*, p. 16.

[19] *Ibid.*, p. 24.

[20] Radvany, John E., "Vocational Education--Salvation for the Deaf," *Report of the Proceedings of the International Congress on the Education of the Deaf and the 41st Meeting of the Convention of American Instructors of the Deaf*, Gallaudet College (Washington, D. C.: United States Government Printing Office, 1964), p. 697.

Another proposal, dissentient to the apparent concensus among educators of the deaf for regional or national centers solely for the deaf, is the following.

> I do not agree with many of my colleagues around the country who again are trying to initiate the establishment of a national technical institute for the deaf. As I stated above, I think there should be technical training on a higher level than our schools provide, but I believe this should be in regional centers in schools that are already established for hearing students. There are a number of reasons that I think this would be better than trying to establish a national technological institute which is exclusively for the deaf. Among these reasons is the fact that I believe it would be almost prohibitive in cost to equip the kinds of shops that would be necessary to provide a wide range of vocational and technical training. We already have the institutes built and in many cases very well equipped and I believe they should be utilized. Second, our experience at Riverside City College shows that we have about a 50-percent mortality rate in that program and this is not at all unusual for a junior college program. I do not think it would be economically worthwhile to send a student half way across the country for a few months of vocational training and then have him drop out of training and go home before he was able to receive any benefits from it.
>
> Third, if a national technical institute for the deaf were established it would mean that these students would not be getting the benefit of beginning to work with hearing people and thus getting a transitional step into the hearing working world. Fourth, placement problems for the graduates of a single national technical school would be rather great. Most of the students would probably want to return to the area from which they came, and yet they could hardly expect to have the services of the institute in placing them when they come from all sections of the country. Again, regional centers which already have tie-ins for placement would be much more beneficial in the long run.
>
> Therefore, I believe that further education for the deaf student is necessary, but that it should be in a regional center and not in a national center.[21]

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[21] Brill, Richard G., "Keynote Address on Curriculum," Report of the Proceedings of the International Congress on the Education of the Deaf and the 41st Meeting of the Convention of American Instructors of the Deaf, Gallaudet College (Washington, D. C.: United States Government Printing Office, 1964), pp. 660-661.

CHAPTER II

PROCEDURES

A. Population and Sample

Information was collected on the occupational status of the young deaf adults of the Southwest in the states of Arkansas, Kansas, Louisiana, Mississippi, Missouri, Oklahoma, and New Mexico. Specific data concerned their vocational preparation; their vocational aspirations, aptitude and opportunities; and their demand and need for post-school vocational and technical training facilities. This study investigated a population consisting of two groups:

(1) all juniors and seniors of the 1964-65 school year in the ten residential state schools for the deaf in seven "southwestern" states;

(2) a two-thirds sampling of all former students who had graduated from, or after age 16, dropped out of these southwestern schools for the deaf, between September 1, 1957, and June 1, 1964, inclusive.

To obtain the desired information, current and former students of the ten southwestern schools for the deaf were interviewed; their parents were sent questionnaires; employers of former students who were working were interviewed; heads of post-school training programs for the hearing, where former student had continued training after leaving schools for the deaf, were sent questionnaires; school superintendents received a questionnaire regarding their vocational education programs; and state rehabilitation agencies were asked for information regarding young deaf adults of the sample group to whom they had provided services. Finally, the General Aptitude Test Battery was administered to the juniors and seniors.

Table 1 lists the ten residential state schools for the deaf participating in this investigation, with their 1965 enrollment.

Table 1. Total Enrollment in the Ten Residential State Schools*

	Enrollment
Arkansas School for the Deaf, Little Rock	233
Arkansas School for the Deaf, Little Rock	64
Kansas School for the Deaf, Olathe	325
Louisiana School for the Deaf, Baton Rouge	310
Louisiana School for the Deaf, Scotlandville	161
Mississippi School for the Deaf, Eastover Dr., Jackson	136
Mississippi School for the Deaf, No. Green St., Jackson	127
Missouri School for the Deaf, Fulton	341
New Mexico School for the Deaf, Santa Fe	192
Oklahoma School for the Deaf, Sulphur	213
Total	2,102

*American Annals of the Deaf, January, 1965.

The population of these schools, 2,102, represented 6.5% of the total deaf student population in programs (public and private) for the deaf nationally, which was reported as 32,256. The population of the ten southwestern schools represented 12% of the public state residential school population which was reported as 17,563.[22]

The data in Table 2 represents the number of juniors and seniors who were enrolled in the above ten schools for the deaf at the time of the survey as well as the number who graduated from, or dropped out of, the same schools each year, retroactive to 1958. Comprehensive lists of these current and former students were prepared by each of the ten schools and were made available to the project investigators.

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[22] American Annals of the Deaf (Gallaudet College, Washington, D.C., January, 1965), Vol. 110, No. 1, pp. 246-269.

Table 2. Present Students Expected to Graduate, 1965-1966; Graduates and Dropouts, 1958-1964; of Ten State Schools for the Deaf by Sex.

Present Students	Male	Female	Sub-Total	Total
1965 Juniors	53	29	82	
1965 Seniors	57	59	116	
				198
Former Students				
1964	91	88	179	
1963	101	68	169	
1962	91	69	160	
1961	88	60	148	
1960	57	64	121	
1959	67	55	122	
1958	81	63	144	
				1,043
Grand Total				1,241

The mean number of students departing from school (completing the school program, or dropping out) was 149 annually, between 1958 and 1964. Of the 1,043 students terminating their school programs during the seven year period, 1958 through 1964, 385 were classified by the schools as dropouts; 54% of the dropouts were males, 46% were females.

The total number of males exceeded the total number of females for seven of the nine years. The ratio of the total number of males to females is consistent with the ratio of males to females in the general deaf population nationally.

Since it was not felt necessary or expedient to attempt direct contact with all former students leaving the ten southwestern schools for the deaf during the past seven year period, a stratified, random sample of students graduating or dropping out of these schools between September 1, 1957, and June 1, 1964, was taken for follow up and study. Approximately two-thirds of this population were selected at random for a "gross sample" which was stratified with regard to school attended and sex. Table 3 shows the distribution of the gross sample of graduates*, according to year of departure from a school for the deaf.

Table 3. Gross Sample of Graduates from Ten State Schools for the Deaf by Sex

Year of Departure	Male	Female	Total Gross Sample
1964	64	61	125
1963	65	45	110
1962	56	46	102
1961	53	41	94
1960	39	39	78
1959	47	33	80
1958	53	43	96
Total	377	308	685
Percentage of Total Population	65.4%	65.0%	65.6%

Note that Table 3 represents a gross sample. From a total of 1,043 students graduating from or dropping out of school between September 1, 1957 and June 1, 1964, 685 were randomly selected for follow up study. It was expected that the interviewers would not be able to locate the entire sample of graduates.

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* For convenience in reporting, all former students will be referred to as "graduates" whether they completed the school program or dropped out of school.

B. Preparations for Collection of Data

The preparation period for this investigation was considerably shortened since it was a companion study to the survey conducted by Boatner, Stuckless and Moores among young deaf adults in New England. The study in New England was nearing completion when the project in the Southwest began, and, thus these investigations benefitted substantially from the experience of the New England investigators. They had already conducted meetings of their advisory and planning committees and had developed and refined data collecting instruments through field tests and actual use. By design, the Southwest study was to follow the same basic procedures and use essentially the same data collecting instruments utilized in the New England investigation.

1. Planning Committee

In view of information obtained from the New England study, it did not seem necessary to select an Advisory Committee. However, a Planning Committee was formed to assist in the implementation of this study. Superintendents of the state residential schools for the deaf in the Southwest and the directors of the state rehabilitation agencies in each of the seven project states were invited to serve as members of the Planning Committee. This committee met at project headquarters at the Hot Springs Rehabilitation Center in Hot Springs, Arkansas, to review the original objectives and design of the two companion studies; to discuss the investigations in depth; and to make arrangements for the availability of current students and the records of former students of the southwestern schools for the deaf, to the project investigators.

Further assistance was provided by the committee in suggesting persons who later became interviewers.

2. Interviewers

With the assistance of the Planning Committee, interviewers were recruited to interview young deaf employees and their employers, the unemployed, and juniors and seniors. The majority of the interviewers were professionally trained teachers of the deaf or rehabilitation counselors for the deaf. Both hearing and deaf interviewers were utilized. Two state rehabilitation agencies which used deaf interviewers provided hearing persons from their staffs to interview some employers.

All interviewers were informed of the purpose and procedures of this investigation, in order to thoroughly familiarize them with the interview schedules. They were explicitly informed of the need for systematic and objective conduct of their investigation, and in most instances, they observed an actual interview in progress before undertaking any themselves.

3. Data Collected

The following information, directly relevant to the current occupational status of and general employment conditions for young deaf adults was collected:

(1) occupational status: whether in training for employment, employed, housewife, or otherwise unemployed;
(2) marital status;
(3) number and type of positions held to date;
(4) description of current occupation, salary, and how particular job was found;
(5) productivity of employed young deaf adult;

(6) attitude of the immediate supervisor toward the employed young deaf adult;
(7) extent to which employee's job performance is influenced by deafness; and,
(8) if unemployed, whether this unemployment is chronic; whether the unemployed withdrew from school before graduation; why, if formerly employed, he left his last job; whether he is actively seeking employment now; whether he is a client of a vocational rehabilitation agency; the parents reaction to his unemployment.

Among information collected on the vocational preparation of young deaf adults was:

(1) description of vocational-education programs in schools for the deaf;
(2) number of graduates who continued as students in other schools or training facilities after graduating from schools for the deaf;
(3) for the above young adults, courses taken, where and whether these students completed post-school training programs;
(4) general performance of students in programs and facilities for the hearing;
(5) academic and social acceptability of deaf students in hearing programs;
(6) type of training required before employed adults were accepted for present job; and,
(7) training offered employed adults by their employers.

Information was collected on the vocational aspirations, aptitudes and opportunities for young deaf adults through attention to:

(1) satisfaction of employed adult with his present position;
(2) long-term vocational aspirations of young deaf adults;
(3) vocational aspirations of parents for their deaf child;
(4) opportunities for advancement with and without further training as indicated by employer; and,
(5) vocational aptitude as indicated by performance on the General Aptitude Test Battery of juniors and seniors.

The following information was sought to determine the demand among the deaf, and their parents, for post-school vocational and technical training opportunities for young deaf adults who complete or otherwise terminate programs at state residential schools for the deaf:

(1) whether post-school vocational or technical education will be necessary to satisfy vocational aspiration;
(2) whether students and employed young deaf adults would return full or part-time to vocational schools, finances being no deterrent;
(3) preference, if any, for attending post-school training facilities with deaf or hearing peers, or a mixed group of both;
(4) preference of parents for training environment, whether on-the-job, or in a facility; and,
(5) reasons of young deaf adults and their parents for approval/disapproval of the idea of post-school vocational and technical training programs.

4. Instruments for Collection of Data*

The data collecting instruments included: a questionnaire for parents; an interview form to be used with both current and former students of the southwestern schools for the deaf; an interview form for employers (or immediate supervisors) of former students who were working; a questionnaire for heads of post-school vocational training facilities for hearing persons, attended by one or more young deaf adults; a questionnaire for superintendents of the ten southwestern schools for the deaf; a "Case Record Form" for collection of data from school files; and a form for the state rehabilitation agencies. With the exception of the last two forms listed above, all data collecting instruments were developed by the New England project advisors and used by their investigators. As a result of field tests and a somewhat different philosophical** approach to this study by the southwestern investigators, these instruments were slightly modified for use in this investigation.

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* See appendices.

** The New England survey was conducted by personnel representing an educational institution for the deaf. The Southwest survey was conducted by personnel representing vocational rehabilitation.

However, the basic format and inquiry of these instruments remained unchanged from those used in the New England study. Since many of these questionnaires were mailed they could not generally be interpreted directly to the respondents.

a. Questionnaire for Parents

These questionnaires were mailed directly to the parents of both current and former students of schools for the deaf using lists, furnished by the schools, of the last known addresses of these parents. Therefore, several guidelines were provided to the parents in a letter prepared to accompany the questionnaire. The return of these questionnaires was important for two reasons (1) for the information sought on the questionnaire themselves; and, (2) to locate the former deaf students' present working and home addresses. This questionnaire dealt primarily with five topics:

(1) general information;
(2) occupational status of child;
(3) training;
(4) post-school vocational and technical training; and,
(5) family information.

b. Interview Form for Young Deaf Adults

This schedule was devised for recording information obtained from direct interviews with young deaf adults, and was designed for use by both current and former students. This schedule contained six sections:

(1) vital information;
(2) occupational status;
(3) job satisfaction and communication;
(4) economic status;
(5) aspirations; and,
(6) students. (to be asked of students only)

c. Interview Form for Employers

This schedule sought information directly from the immediate supervisor (foreman, department head, etc.) of the young deaf employee, relevant to these six topics:

(1) general information;
(2) current occupational status of employee;
(3) training;
(4) communication;
(5) productivity; and,
(6) attitude of immediate supervisor.

d. Questionnaire for Heads of Training Facilities for the Hearing

This ten-point questionnaire was developed for completion by heads of post-school training centers for the hearing where it was known that one or more young deaf adults were, or had been, in attendance. This questionnaire was concerned with the type of program in which the deaf student was enrolled, general performance of the students, his social acceptance, and the attitudes of the facility administration toward accepting the deaf as students.

e. Questionnaire for Superintendents of Schools for the Deaf

This form was prepared for completion by the superintendents of the ten participating schools for the deaf in the Southwest. Specific information regarding the extent of their vocational education curriculum was requested.

f. Case Record Forms

This form was filled in from school records by project interviewers or school personnel. It contained seven sections:

(1) vital information;
(2) general school background;
(3) hearing;
(4) mental ability;
(5) academic achievement;
(6) vocational training; and,
(7) other pertinent information.

g. Forms for State Rehabilitation Agencies

This form listed the name of each former student in the sample group, with a request to indicate whether that individual had been served, and if so, what services had been provided.

5. General Aptitude Test Battery

With the assistance of the school superintendents and personnel of the state rehabilitation agencies, arrangements were made for the administration of the General Aptitude Test Battery to the junior and senior students of the ten southwestern schools for the deaf. This test battery is widely used by local Employment Security Divisions, and the testing of deaf students in each of the seven project states was to be conducted by a qualified professional from the local ESD office with the assistance of a teacher or counselor for the deaf.

C. Collection of the Data

1. Current Students and Their Parents

One hundred ninety-six of a total of 198 junior and senior students in the ten southwestern schools for the deaf were interviewed individually in their school settings by a project interviewer, who recorded pertinent information on the interview schedule for young deaf adults. Letters and questionnaires were mailed to the parents of each of the 198 students. The letters presented to the parents a brief statement relative to the importance of returning the completed questionnaire and were mailed over the signature of school superintendents. A stamped, self-addressed envelope was enclosed to facilitate return of the questionnaires. Of the 198 mailed, 155 completed questionnaires were returned. This was an excellent return, representing 78% of those mailed.

One hundred-ninety juniors and seniors of the ten southwestern schools for the deaf were administered the General Aptitude Test Battery by officials of the State Employment Security service. (Eight students were not available at the time the test was administered.)

2. Parents of Former Students

As was stated under the heading "Population and Sample", a gross sample of 685 graduates and drop outs of schools for the deaf was selected for investigation. Although the investigators were furnished with the last known addresses of these former students and their parents by each participating school, these addresses were up to seven years old. To locate the addresses and determine the occupational status of as many graduates as possible, i.e.: employed, unemployed, in training for employment, housewives, etc., an effort was made to follow up on every parent who did not respond to the questionnaire. Telephone contacts were made with a number of parents, while others were seen personally by project interviewers. These efforts resulted in the return of 383 questionnaires from parents of former students; this figure represented 56% of those mailed.

Through contact with the parents, along with assistance from school and State rehabilitation agency staffs, the occupational status of 551 graduates was determined. This number represented 80% of the original gross sample.

3. Deaf Employees and Their Supervisors

Of the 551 former students located, 300 were employed at the time of the collection of data. Of this number, 267 were interviewed. Eleven were found to be employed outside their home states, and an additional 22 could not be interviewed due to lack of cooperation or unavailability at the time the interview was scheduled. It was planned that project headquarters mail each employee a letter at his home address briefly describing the project purpose, explaining that an interviewer would call on him, and assuring confidentiality. However, interviewers often located and interviewed former students before this letter could be mailed. It was found to be as effective to contact the students directly regarding the purpose of the interview, etc., at the time the actual interview was conducted.

In addition, it was planned that letters be sent to the employer (head of small business; personnel department of a larger business). This letter briefly outlined the purpose of the proposed interviews with the deaf employee and his immediate supervisor and requested that an hour be made available for the interview. This letter also stated that an interviewer would telephone the employer to arrange an appointment. Again, it was found that interviewers often worked ahead of the letters to employers and that direct contact at the time of the interview was as effective as sending out the letters. Although some employers appeared hesitant to provide information, none were entirely unwilling to cooperate. This seems interesting because interviews were conducted during working hours.

The interviewers were able to call upon the immediate supervisors of 237 young deaf adults who were employed. Several employers could not be seen due to illness or unavailability at the time the interview was scheduled. In several instances one employer supervised more than one deaf employee. Also, in three instances the employers were interviewed, but the deaf employee was not available.

No employee or employer was by-passed due to remoteness of location; interviewers traveled thousands of miles to reach all.

4. Non-Working Former Students

A relatively large number, 248, of the 551 young deaf adults located were not working at the time the data were collected. (An additional three were deceased.) A total of 50 of the non-working former students located were found to be in college, in academic high schools, in vocational-technical schools, commercial schools, rehabilitation facilities, or in on-the-job training situations. There were 54 housewives unemployed outside the home; 138 others were reported as unemployed, that is, they wanted work or appeared capable of working. Six were reported incapacitated for employment due to multiple disabilities.

By project design, those involved in post-school training and also the incapacitated would not be interviewed. Of the 138 reported to be unemployed, 91 (40 males and 51 single females) were located and interviewed. Of the 54 housewives, committed fully to housework, 45 were interviewed personally.

5. Questionnaire for Heads of Post-School Training Facilities for the Hearing

The response to the numerous questionnaires mailed to heads of post-school training facilities for the hearing, where young deaf adults had been or were enrolled, was somewhat discouraging. Less than 50% of the questionnaires sent were returned. However, information was obtained for 52 former deaf students who had received training in one of these facilities and for five former students who were currently enrolled.

6. Case Record Form

The information provided in Case Record Forms was most useful in (1) determining how many employed former students followed trades for which they were trained in school, (2) determining general academic achievement levels, and (3) in verifying information provided by parents on the Questionnaire for Parents. Despite these uses, the case record forms were not so helpful as was hoped, as some school records did not contain the data desired for this survey.

7. Questionnaire for Superintendents

Superintendents of the ten participating schools for the deaf in the Southwest were asked to provide information on their vocational education programs. Information for all ten schools was received.

8. Information from State Rehabilitation Agencies

In order to ascertain the extent and description of services provided to young deaf adults by state rehabilitation agencies, a listing of the students included in the total sample was provided to each state agency with the request to indicate whether these students had been or were presently clients of the agency, and if so, what services had been, or were being provided. These listings were provided to each of the state agencies in the seven project states. A report was secured for all 685 former students who made up the total sample.

D. Treatment of Data

Much of the data could be coded for tabulation and reporting. However, considerable anecdotal data were also collected. Tests of significance were conducted on the results of the General Aptitude Test Battery administered to juniors and seniors; otherwise no statistical treatment of the data was undertaken.

A final meeting of the Planning Committee was conducted at the conclusion of the study to discuss the findings of the investigation. Their assistance in examining the conclusions and recommendations of the project investigators was invaluable and contributed substantially to this final report.

CHAPTER III

OCCUPATIONAL STATUS OF YOUNG DEAF ADULTS

A. The Status of Former Students

Of the total sample of 685 former students, information was secured for 551, or 80%. At the time the data were collected, 300 of those located were known to be employed; 138 were reportedly unemployed; 54 were housewives unemployed outside the home; 50 were students in post-school training programs; 6 were classified as incapacitated for employment; and 3 were deceased. This information was compiled primarily from questionnaires to parents, from knowledge of school and state rehabilitation agency personnel, and from friends of the former students.

Not all of the 551 former students located were interviewed. By project design, those enrolled in post-school academic or vocational training programs and those incapacitated for employment were excluded from interviews. Also as may be expected in any survey investigation, not all former students eligible for interviews would be available.

Although no information whatever could be obtained for 134 former students of the total sample, it is the opinion of the investigators and the planning committee that a highly reasonable and representative sample remained and that further attempts to secure additional information were unwarranted.

The following table is a condensed presentation of the occupational status of the young deaf adults of the Southwest, according to particular year of departure.

Table 4. Occupational Status of Former Students Who Attended Ten Southwestern Schools for the Deaf by Year of Departure

Occupational Status	1964	1963	1962	1961	1960	1959	1958	Grand Total
Employed	52	46	39	39	39	42	43	300
Reportedly Unemployed	35	25	29	14	14	11	10	138*
Housewives Unemployed utside the ome	3	8	7	11	10	9	6	54
In Training for Employment	11	5	1	3	0	2	0	22
Enrolled at Gallaudet	9	7	3	6	1	2	0	28
Incapacitated for Employment	1	0	2	0	0	0	3	6
Deceased	1	0	0	0	2	0	0	3
Sub-Total	112	91	81	73	66	66	62	551
Out of State	2	5	8	6	1	3	14	39
No Information Avail.	11	14	13	15	11	11	20	95
Sub-Total	13	19	21	21	12	14	34	134
GRAND TOTAL SAMPLE GROUP	125	110	102	94	78	80	96	685
PERCENTAGES**	90%	83%	79%	78%	85%	83%	65%	80%

* This number was considered to be unrealistic and the percentage was lowered at the conclusion of the study. See footnote page 32, for explanation.

** Percent of total sample located by years.

Some were ill when the interviewer arrived for the interview appointment, others were uncooperative, and some were not interviewed for other reasons. Of the 300 reported to be employed, 267 were interviewed; 91 of the 138 reportedly unemployed were interviewed and 45 of the 54 housewives reported to be unemployed outside the home were interviewed. A grand total of 403 former students of the ten southwestern schools for the deaf were both located and interviewed. Table 5 shows the number of former students interviewed according to the particular year of departure.

Table 5. Number of Graduates of Schools for the Deaf Who Were Interviewed

Graduated*	Gross Sample**	Number Interviewed			
		Employed	Unemployed	Housewives***	Total
1964	125	47	29	3	79
1963	110	41	13	5	59
1962	102	37	18	6	61
1961	94	35	9	9	53
1960	78	37	12	10	59
1959	80	35	7	8	50
1958	96	35	3	4	42
Total	685	267	91	45	403
Males		190	40		230
Females		77	51	45	173

* From school for deaf.
** See Table 3.
*** Unemployed outside the home.

A few observations of Tables 4 and 5 reveal the following information; (Percentages are based upon the number of students whose occupational status was obtained: N-551).

(1) In considering only the potential employment force, that is those employed and those reportedly unemployed, excluding graduates in

post-school training programs and housewives, 300 graduates were found to be employed and 138 "unemployed." The percentage of "unemployed" graduates in relation to the potential employment force is 31.5% for all years*.

(2) A relatively low percentage of graduates of schools for the deaf in the Southwest continue to study in other programs after graduation. Only 18% of those who graduated in 1964 continued in academic or trade programs after graduation.

(3) Seventy-three per cent, or 403, of the total number (551) of former students located were interviewed. Eleven per cent of those located were excluded from interviews by project design. The remaining 16% were not available for interviews.

(4) Sixty per cent of the 1964 graduates are now employed; eighty-one per cent of the 1958 graduates are employed.

(5) As was expected, the 1964 graduates were more easily located. However, 10% of these recent graduates had already become non-traceable. (This compares with 35% of the 1958 graduates who could not be located).

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*Note: At the conclusion of the study, the rate of unemployment was found to be alarmingly high--31.5%. Further investigation of this figure was suggested by the planning committee and also by a VRA official. In compliance with this recommendation, data secured during the conduct of the survey, primarily from parents' questionnaires and interviews with 91 "unemployed" young deaf adults, were thoroughly studied for a possible explanation of the high rate of unemployment reported initially. The examination of this data provided evidence that at least 40 of the 91 "unemployed" former students had problems in addition to deafness which would lessen, if not nullify, opportunities for employment. The investigators have estimated that an unemployment rate of 25% would be a more realistic figure to use as a frame of reference.

B. The Employed Young Deaf Adult

Of the 300 young deaf adults who were identified as employed, 267 were interviewed personally. Of this number, 190 were male and 77 were female. The following information was collected through interviews with the young deaf employees, interviews with their immediate supervisors, and responses on questionnaires returned by their parents. Questionnaires were returned by the parents of 189 employed young deaf adults (132 male, 57 female). Twenty-nine per cent of the employed males were married; 34% of the employed females were married. Ages ranged from 16 years, 9 months, to 30 years, 6 months for males and 16 years, 6 months, to 31 years, 4 months, for females.

1. Stability of Employment

Of the 190 male employees interviewed, 86 (45%) remained employed in their first position of employment; 56 (29%) had changed postions once; 47 (25%) had held three or more positions; and 1 made no response. Of the 77 female employees interviewed, 50 (64%) were employed in the only position they had obtained; 15 (19%) were employed in a second position; and 12 (16%) had held three or more positions. The employed young deaf, particularly the female, appear to be highly stable in their employment.

2. Occupations

The occupations of 269 employed deaf were determined by interviews with the deaf and/or their employers. In most cases, the job description given by the deaf were verified by the immediate supervisor. The description of each job was examined and assigned a title and classification according to the Dictionary of Occupational Titles (DOT), Volume 1 and II. Tables 6 and 7 (pages 34 and 35) list the positions currently held by 192 young deaf adult males and 77 young deaf adult females

Table 6. Occupations of Deaf Male Employees (N=192*)

PROFESSIONAL AND MANAGERIAL (2)	
Counselor Aide	1
Teacher of deaf students	1
SEMI-PROFESSIONAL (1)	
General drafting	1
CLERICAL AND SALES (5)	
Multilith operator	1
Teletype operator	1
Mail clerk	1
Sign maker	1
Key punch tabulator	1
SERVICE (16)	
Window washer	1
Dishwasher	7
Janitor	7
Barber	1
AGRICULTURAL, FISHERY, FORESTRY, AND KINDRED (9)	
Farm hand	3
Trapper	1
General farmer	1
Kennel man	1
Yard work	3
SKILLED (67)	
Cabinet maker	4
Upholsterer	8
House painter	1
Printing operations	14
Shoe production	6
Utility worker	1
Bindery work	1
Linotype operator	16
Welder	3
Lathe operator	2
Baker	1
Mechanic	1
Plastic worker	1
Furniture worker	2
Newspaper floor worker	3
Photo engraver	1
Armature hood-up man	1
Service station attendant	1
SEMI-SKILLED (58)	
Wool presser	5
Gen. presser (clothing)	6
Cabinet maker apprentice	1
Lift truck operator	1
Bakers helper	8
Leather worker	1
Picture framer	1
Clothing production	1
Glass installer	1
Printing (shop make-up)	8
Laundry worker	1
Chair assembler	3
Tractor driver	1
Semi-truck driver	1
Delivery truck driver	1
Lumber worker	1
Tree cutter	1
Assembly worker	3
Folding worker	1
Glazing worker	1
Packager	3
Shoe repair helper	1
Brick worker (cleaner)	1
Body worker (car)	3
Clay products worker	1
Construction worker	1
Spray gun operator	1
UNSKILLED (34)	
Press feeder	1
Odd job man	2
General laborer	2
Assembly worker	3
Cloth cutter	1
Car washer	4
Machine shop worker	4
Laborer (yard work)	4
Laborer (unloads trucks)	1
Laborer (plumbing)	1
Electricians helper	3
Laborer (construction)	5
Laborer (laundry)	1
Cleaner (production line)	1
Wood bucker (cuts, ricks)	1

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* Not necessarily those interviewed; information obtained from bona fide source.

a. Summary of Occupations - Males

Three (1%) employed deaf males were found to be in professional/semi-professional positions; five (3%) were found to have "Clerical and Sales" positions; and skilled positions wwere held by 67 (35%). Fifty-eight (30%) held "Semi-skilled" positions and 34 (18%) held "Unskilled" positions. Also, most of those in "Service Occupations" and "Agricultural. . ." appeared to be in unskilled or semi-skilled jobs. Taking this latter fact into account, 117 (61%) employed deaf males can be regarded as employed in semi-skilled or unskilled positions.

Table 7. Occupations of Deaf Female Employees (N=77)

PROFESSIONAL AND MANAGERIAL	(1)
Primary teacher	
CLERICAL AND SALES	(29)
Posting machine operator	8
Automatic machine operator	8
Key punch operator	4
Address machine operator	1
Clerk typist	4
File clerk	2
Receiving and Shipping clerk	1
Stockroom clerk	1
SERVICE OCCUPATIONS	(19)
Domestic worker	10
Cosmetologist	7
Food service	2
SKILLED OCCUPATIONS	(5)
Inspector	1
Reweaver	1
Assembler	1
Bindery worker	1
Tailor	1
SEMI-SKILLED OCCUPATIONS	(17)
Laundry worker	6
Garment assembler	2
Power Sew. machine operator	3
Electronic equip. assembler	2
Furniture assembler	1
Cementing	1
Bottle inspector	1
Labeler	1
UNSKILLED OCCUPATIONS	(6)
Laundry worker	4
Assembly worker	2

b. Summary of Occupations - Females

One employed deaf female, (1%), was employed at the professional level; 29 (38%) were in clerical positions; 5 (6%) in skilled occupations; 19 (25%) were in service occupations; and 23 (30%) were employed in semi-skilled or unskilled positions.

To further determine occupational status and level of the employed young deaf adult, the "Revised Scale for Rating Occupations,"[23] was applied to each job description. This scale provides seven ranks, with a rank of 1 indicating a major professional position and a rank of 7 indicating an unskilled position. The following table reveals this information.

Table 8. Ratings of Employed Young Deaf Adults by Sex (N=269)

EMPLOYED MALES			EMPLOYED FEMALES		
Rating	Number	Percent of Total	Rating	Number	Percent of Total
1	0	---	1	0	---
2	0	---	2	0	---
3	2	1.0 %	3	1	1.0 %
4	6	3.0 %	4	20	26.0 %
5	42	22.0 %	5	17	22.0 %
6	101	53.0 %	6	37	48.0 %
7	41	21.0 %	7	2	3.0 %
Totals	192	100.0 %		77	100.0 %

Use of the rating scale, which includes socio-economic factors, indicated that the employed young deaf adults are generally found among the lower ranked occupations. Ninety-six per cent of the employed males were ranked at number 5 or below; 73% of the females were ranked at 5 or below. The employed females, with 27% rated at 4 or above, fare much better, as a group than males.

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[23] Warner, W. Lloyd, Meeker, Marchia, and Eels, Kenneth, "Revised Scale for Rating Occupations," Social Class in America (Chicago: Science Research Associates, 1949), p. 141-142.

3. Geographic Distribution

The geographic distribution of the young deaf employees who were interviewed was as follows:

Table 9. Geographic Distribution of the Employed Young Deaf Adults by States and Sex

	Ark.	Kan.	La.	Miss.	Mo.	N.Mex.	Okla.	Total
Male	26	25	56	25	30	11	17	190
Female	8	10	30	11	10	3	5	77
Total	34	35	86	36	40	14	22	267

Nearly one-third of the employed deaf interviewed were in Louisiana. This was not unexpected since the school enrollment in that state is greatest.

As expected, employed young deaf adults (as well as the unemployed) tend to be concentrated in large cities rather than in rural areas or small towns. The greatest concentration of young deaf adults was in the Kansas City, Kansas-Missouri area. Little Rock, Arkansas; Jackson, Mississippi; and New Orleans, Baton Rouge and Lake Charles, Louisiana had relatively large concentrations of young deaf adults. In Oklahoma, young deaf adults seemed to prefer living in either Oklahoma City or Tulsa; in New Mexico, Santa Fe or Albuquerque.

Only a few young deaf adults from the sample group resided in St. Louis or Memphis.

4. Wages

Income information was obtained from the young deaf employees during the interviews. Each was asked to state his gross weekly wage, excluding overtime. This information is provided in Table 10 for 250 deaf employees.

The responses were not verified with the employer and it is possible that some employees may have misquoted their salaries. Interviewers noticed that many of the employed young deaf adults were uncertain about the amount of their gross weekly earnings.

Table 10. Gross Wages of the Employed Young Deaf Adults by Sex (N=250)

Central Tendency	Males	Females	Total
Mean Weekly Wage	$ 60.76	$ 49.07	$ 57.35
Median Weekly Wage	58.50	50.00	55.00
Mode	50.00	50.00	50.00
Median Yearly wage*	3,042.00	2,600.00	2,860.00

* Computed from median weekly wage; overtime wages excluded; seventeen employees not reporting.

The mean income of the employed young deaf adults of the Southwest was somewhat less than for the young adults in the New England states. Females in the Southwest earned an average of $49.07 weekly; males, $60.76 weekly.

Weekly gross salaries ranged from less than $20 to $119. Table 11 illustrates a distribution, according to salary range of the 250 young deaf employees reporting.

Table 11. Salary Ranges of Employed Young Deaf Adults by Sex (N=250*)

Weekly Salary	Males	Females	Total
$100 and up	17	2	19
90-99	2	1	3
80-89	14	1	15
70-79	17	3	20
60-69	36	11	47
50-59	44	28	72
40-49	24	9	33
30-39	19	6	25
20-29	2	5	7
Less than 20	2	7	9
Total	177	73	250

* 17 not reporting.

Although only three employees are shown in the $90 to $100 weekly range, 19 earned $100 or more. The occupations of these 19 young deaf employees included:

Males	Assembly line worker and press machine operator Printing Machine work Carpentry and cabinet maker Teacher Bakery Machine operator Truck driver Machinist's helper Self-employed union housepainter Inter-type machine operator Roller operator for a contruction company
Females	Comptometer operator Teacher in school for the deaf

Forty-nine per cent (86) of the males and 25% (18) of the females earned $60 or above weekly. Twenty-five per cent (44) of the males and 38% (28) of the females earned between $50 and $60 weekly.

To obtain figures allowing for more adequate comparison of salaries earned by young deaf adults, with salaries earned by hearing peers, a table was compiled showing median yearly salaries earned by young deaf adults in this study according to age and sex. This information is provided in Table 12.

Table 12. Median Yearly Income of Young Deaf Adults by Age and Sex (Excluding Overtime)*

Deaf Males	Median Yearly Income
Age 16 to 19	$ 2,288
Age 20 to 24	2,860
Age 25 to 30	3,380
Deaf Females	
Age 16 to 19	$ 2,080
Age 20 to 24	2,600
Age 25 to 31	3,120

* Computed from Median Weekly Wages.

As would be assumed, salaries improve as the age of each group increases. The information regarding median yearly wages of young adult deaf can be compared to wages earned by young hearing adults. Table 13, (see page 41) is for this purpose.

Table 13. Median Yearly Income of Young Hearing Adults According to Age and Sex*

Hearing Males	Median Yearly Income
Age 14 to 19	$ 423.00
Age 20 to 24	2,978.00
Age 25 to 34	5,733.00
Hearing Females	
Age 14 to 19	$ 384.00
Age 20 to 24	1,951.00
Age 25 to 34	2,036.00

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* "Current Population Reports", Consumer Income, Series P-60 #44, May 27, 1965; U.S. Department of Commerce, Bureau of the Census.

It would appear that these figures reported above by the "Current Population Report" are rather low. If they do reflect the actual median yearly income paid to hearing adults, there is a very significant difference when compared with median yearly income figures of young deaf adults that were included in this study.

These last two tables provide interesting comparisons.

a. Deaf Males

Deaf males of the Southwest under age 20 earn a great deaf more than hearing males nationally, under age 20. Note that wage figures for the hearing extend to age 14, where age 16 is the lowest age for the deaf under consideration, and this descrepancy can, in part, explain this difference. In the age range 20 to 24, deaf males earn only slightly less per year than their hearing peers, nationally. The most noticeable difference is in the 25 to 34 age group; the median yearly salary for hearing males of the general population is $5,733 and for the deaf males of the Southwest, $3,380. Both young deaf and young hearing males up to age 25 earn less than the median salary for the general male population.

b. Deaf Females

The young deaf females of the Southwest earned more than their hearing peers, nationally, for the age ranges. This was unexpected although Lunde and Bigman found that adult deaf women earned "about as much as hearing women."[24]

5. Means of Finding Employment

The 267 Young deaf employees were asked how they obtained their present employment. Table 14 indicates the employees' responses.

Table 14. Sources of Employment, by Sex, According to Employee

Source	Male	Female	Total
Parents and other relatives	35	12	47
Friends	33	11	44
Public employment service	5	2	7
Self	36	11	47
School	7	4	11
VR agency*	55	33	88
Other	19	4	23
Total	190	77	267

* State Rehabilitation agencies in five of the seven project states employ field counselors who devote full time to serving the deaf.

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[24] Lunde and Bigman, op. cit., p. 7.

Spot checks with state vocational rehabilitation personnel and staff of schools for the deaf revealed that in many instances several people and/or agenices assisted with job placement of individual young deaf adults and that no one person or agency could receive full credit for placement. For this reason some of the employees' statements as to the method of obtaining employment may be inaccurate.

Thirty-four per cent of the positions held by young deaf adults were reportedly found through relatives and friends; public employment services were reported to have located positions for 3%; 18% apparently found positions independently; vocational rehabilitation agencies were credited for assistance with 33% of the placements. These figures would probably differ a great deal if the first position held by deaf employees had been used as a determinant rather than the present position. Many schools referred their students to vocational rehabilitation agencies routinely for assistance with job placements. In some states, the schools for the deaf assumed a job placement role.

6. Performance of the Young Deaf Employee

Information on the performance of young deaf employees was obtained from personal interviews with the immediate supervisors (owner of a small shop, department manager, shop foreman, etc.,) of 237 employed young deaf adults, those in the best position to evaluate their work. These supervisors were asked to compare the productivity of their deaf employees with others doing the same or related jobs. The table on page 44 indicates their responses.

Table 15. Supervisors' Opinions of Job Performance of Deaf Employees

	Male	Female	Total
Above Average	64	27	91
Average	93	35	128
Below Average	16	1	17
Total	173	64	236*

* One supervisor was unwilling to state opinion.

The table above indicates that the employed deaf in this study tend to perform well in their work. The performance of 7% was rated "below average."

7. Problems Related to Deafness

The supervisors of 237 deaf employees were interviewed as to whether they had observed any aspects of the job which was complicated by the employees' deafness. In some cases, several employees had the same supervisor, and 109 of the supervisors interviewed mentioned such problems. A classification of the problems encountered by deaf employees and the supervisors because of deafness is presented below.

Table 16. Job Related Problems Produced by Deafness as Indicated by Supervisors*

Communication	67
Hard on Equipment	8
Use of Telephone	7
Risk of Injury	10
General efficiency in machine operation	5

* Several supervisors mentioned more than one problem.

It seems evident that deafness does impose complications in certain occupational positions. Note, however, that supervisors of less than

50% of the deaf employees considered deafness to create significant problems for the employee.

As might be predictable, problems of communication were mentioned most frequently by supervisors. The communication problems were: communication of instructions from supervisor to employee; difficulties in inter-communication with fellow employees on joint undertakings; communication with customers; and the difficulties involved in locating and paging deaf employees. Most communication difficulties were considered inconveniences rather than significant problems.

Supervisors of eight employees indicated that the deaf tend to be hard on equipment because they do not pick up auditory cues before machinery breakdowns or before the tools become dull. Supervisors of seven employees mentioned inability to use the telephone as a problem.

Personnel in industry are often indisposed to hire deaf employees because of risk of injury. Supervisors of only 10 of the 237 deaf employees considered deafness to create a hazard around equipment. Supervisors of five employees indicated that efficiency was lost due to lack of auditory cues.

In addition to the information contained in table 16, supervisors of seven employees indicated that their deaf employees had academic deficiencies, primarily in vocabulary and mathematics which made the employment situation somewhat more difficult. Also employers of three workers mentioned the lack of flexibility in moving from one job task to another as a problem.

Supervisors of six deaf workers stated that deafness was an advantage on the job, the primary reason being that deaf employees were more attentive to their assigned task.

Apparently most young deaf adult employees of the Southwest were able to compensate in their positions for the afore mentioned problems as evidenced by the fact that supervisors of 93% of the deaf workers rated their deaf employees as "average" or "above average" in the general performance of their jobs.

8. Means of Communication

According to the employed young deaf adults, 52% were able to communicate with their immediate supervisors, primarily through verbal means--that is, speech, writing, finger spelling, or combinations of these; 16% communicated primarily by non-verbal means--natural gestures, pantomime, the formal sign language of the deaf, or a combination of these; 32% communicated by using combinations of both verbal and non-verbal means. The employed females were more verbal than the employed males; 69% of the females and 45% of the males stated that they communicated primarily through verbal means. Twenty per cent of the males and only 9% of the females converse with their employers primarily through non-verbal means. A total of 19% of both males and females stated they used oral communication primarily. (26% were females; 16% were males.)

Most of the employed young deaf adults and their supervisors indicated few serious communication difficulties. It was learned that in a very few instances, the deaf employee communicated with the immediate supervisor through a third person. The immediate supervisors of forty-eight (20%) of the employed deaf indicated at least an attempt to learn finger spelling and/or sign language. There was evidence that some of the deaf employees were "bluffing" on the job, that is, the supervisor's instructions were said to be understood when actually they were not. Ten per cent of the employed deaf indicated they had communication difficulties with their employer, while the employers of 28% of the deaf workers recognized communication problems. A limited number of the responses indicated this was a "serious" problem.

9. Attitudes of Immediate Supervisors

Supervisors of the 237 deaf workers were asked whether they would favor more deaf employees working for them. The supervisors of 209 employed deaf responded affirmatively, 11 responded negatively, and 17 were non-committal.

The attitudes of most supervisors toward the young deaf employee appeared to be quite positive.

Supervisors were also asked whether they would prefer not to have any deaf subordinates. Only 12 indicated this to be the case, with 14 non-committals to the question. Employers of 92% of the employed young deaf adult indicated they were satisfied to have at least one deaf employee. It seems apparent that most of the employed deaf make satisfactory or good workers, that they are able to compensate in some way for the complications produced by deafness, and that most of their immediate supervisors are generally favorable toward them.

C. The Unemployed Young Deaf Adult

From a total of 138 young adults reported to be unemployed, 91 were interviewed; 40 males and 51 females. Forty-three per cent of the unemployed males interviewed were school dropouts; 35% of the unemployed females interviewed were school dropouts. Of the 40 unemployed males 38 were single, one was married, and one was divorced. Of the 51 unemployed females 47 were single, two were separated, and two were divorced. (Those who were married and not working were excluded from the "unemployed" group.) Post-school training was received by 26% of the unemployed males and females who were interviewed. Forty-one per cent had held one or more jobs; 59% had never held jobs.

The number of young female adults reported to be housewives unemployed outside their homes was 54. Interviews were conducted with 45. Twenty-five per cent of them had continued training for a job after leaving schools for the deaf. Fifty-seven per cent had held at least one or more jobs; 43% had never worked. Most of the housewives had children: twenty-two of the young housewives had three or more children each. Eight of those interviewed had no children.

Questionnaires were returned by the parents of 194 young deaf adults who were either unemployed or housewives not working outside the home. To determine employment problems of these former students, their parents were asked to list and describe any employment difficulties of their children for which professional help might be needed. In addition, the project interviewers were asked to submit statements regarding each unemployed former student interviewed. These comments were to be made on the interview form at the conclusion of the interview. Since most of the interviewers had had previous direct professional contact in providing education or rehabilitation services to many of the young deaf adults, they interviewed, it was felt that their statements would be quite valuable in assesing the status of the unemployed. The comments of both parents and interviewers were permanently recorded and selected comments are included in the Appendices H and I of this report.

Although figures for housewives unemployed outside the home are not included in the number of unemployed, comments regarding them are included in this section for convenience, since several did state a desire to become employed.

1. Summary of Comments by Parents

The statements of parents of both unemployed males and females indicated that the employment difficulties generally included lack of proper and sufficient training, difficulties in locating employment, and employer prejudice against the handicapped. Also, the statements gave some indication that a number of those classified in this study as unemployed, possessed marginal and sub-marginal aptitudes with regard to vocational potential. The major difficulty for both males and females according to parents, appeared to be in locating suitable employment. Also, there was indication that for those who received some kind of training, adequate counseling, guidance, and placement services were not available. (They were not able to locate jobs or keep jobs if found; training may have been provided in a field unsuitable for the trainee.)

2. Summary of Comments by Interviewers

The interviewers' comments regarding unemployed deaf females indicated that for many of these young deaf females immediate employment opportunities were minimal, if not non-existant. According to interviewers' comments, several unemployed females needed training to enter occupations of their preference, several needed assistance with placement, and a number demonstrated severe academic limitations or appeared to be retarded. There were indications that several had been grossly over-protected by their families. One-third of the housewives interviewed stated a desire to return to work at some future date. The fact that small children were in the home was the reason most often given for not working at the present.

The statements of interviewers regarding reasons for unemployment among deaf males presented a somewhat different picture than did parents' statements. The interviewers felt that negative work habits and attitudes might exist among most of the unemployed males they saw and also felt that many appeared to have marginal/submarginal, vocational aptitudes. Remember that most of the interviewers had previously worked with the young adults in an educational or rehabilitation setting.

Some comments from interviewers indicated that there are unemployed young deaf adults in need of psychiatric services, or, at a minimum, depth counseling.

3. Rate of Unemploymant

The rate of unemployment among young deaf adults was estimated at 25% (see narrative and footnote, Chapter III, page 32). Difficulty was encountered in determining a precise figure because it was often impossible to assess the employability and desire for employment of those reported to be unemployed.

Direct comparison of the rate of unemployment between young adult hearing persons of the Southwest with young adult deaf persons of the same geographical area was impossible. No statistics were available for young hearing adults, sectionally or nationally, for the same specific age range (16 to 31) of the deaf in this study. However, statistics which are available for young adult hearing persons nationally, provide information for interesting, although non-specific comparison.

In the general population, between the ages of 16 and 21, 18.6%[25] of those who had graduated from, or dropped out of, school were unemployed. Men in this group had a higher rate of unemployment than women. The unemployment rate among school dropouts, (27%) was twice the rate for graduates.[26]

In 1964, the United States Department of Labor secured information for the first time, on "employment status of [hearing] persons in the civilian non-institutional population who dropped out of school in the entire year ending in October, 1964."[27] This information was reported with statistics on school graduates. This Department of

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[25] Bureau of Statistics, Monthly Survey of the Labor Force (Washington, D.C.: United States Department of Labor, February, 1963), Special Labor Force Report No. 47 (Bulletin).

[26] Bureau of Statistics, Special Labor Force Report (Washington, D.C.: United States Department of Labor, 1963), No. 46, p. 1265.

[27] Bureau of Statistics, Advance Summary, Special Labor Force Report, Employment of School Age Youth (Washington, D.C.: United States Department of Labor, October, 1964), p. 2.

Labor study revealed that 18.7% of the young people between the ages of 16 to 24 years who had graduated from high school during the 12 month period ending in October, 1964, were unemployed; the rate of unemployment for young people between the ages of 14 and 24 years who had dropped out of school during the same period was 24.8%. According to data obtained from the U.S. Department of Labor, the rate of unemployment for this group could be expected to lessen appreciably as the individuals get older. Another helpful statistic for comparing the rate of unemployment between hearing and young deaf adults is: the rate of unemployment for all persons nationally, 18-24 years old averaged 11.2% in 1964.*

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* Personal letter, Louis Levine, Director, U.S. Employment Service, July 22, 1965.

CHAPTER IV

VOCATIONAL PREPARATION OF YOUNG DEAF ADULTS

A. Vocational Education in Schools for the Deaf

A form was mailed to the heads of the ten participating schools for the deaf in the Southwest with a request for information concerning their vocational-education programs. The following information is based on the returns from the ten schools.

Of the ten schools, nine awarded academic diplomas, eight schools awarded vocational diplomas, and all schools awarded certificates of attendance for those who qualified for neither academic nor vocational diplomas.

Nine of the reporting schools had a maximum graduation age of 21 years; the other school had a maximum graduation age of 19 years. Many students were graduated at younger ages, but apparently, few schools graduated students prior to the age of 16. Some students at age 16 were encouraged to seek services from state rehabilitation agencies. Two schools indicated they encouraged some graduates to enter local public high schools. Most schools encouraged their gifted students to enter Gallaudet College. Two schools indicated that no particular effort was made to refer their students to other available training resources; one school stated that there were no adequate post-school vocational training programs available to deaf persons other than through rehabilitation agencies.

One of the schools for the deaf in the Southwest area employed twelve vocational education teachers; one employed eleven; one employed ten; one employed nine; one employed eight; one employed seven; one employed six; one employed five full-time and one part-time; another school employed four full-time; and the final school employed two full-time and one part-time vocational education teachers.

Eight schools offered training in dry cleaning and pressing; seven schools had general printing courses; two offered offset printing; one school had a commercial art course; two schools offered upholstery instruction and one school had a furniture refinishing instruction program. Six of the ten reporting schools offered commercial courses which ranged from simple typing to business machines and key punch operation; three schools offered commercial baking or cake decorating; leatherwork was offered in three schools; woodwork, carpentry, or cabinet making were offered in seven schools; tailoring or dressmaking was available in three schools; crafts were listed as a vocational course in one school; shoe repair was offered in four schools; one school offered a general industrial arts program; two schools offered instruction in automobile body and fender repair; four schools had cosmetology or beauty culture courses; one school listed custodial training; and one school listed general shop training. Some schools had updated their vocational programs by introducing new courses and discontinuing others which were outdated. Two notable new courses were offset printing and key punch operation.

Schools were asked the number of clock hours per year devoted to vocational education. Table 17 reveals the responses. Students were usually enrolled in two, three, or more vocational areas during their school years.

Table 17. Clock Hours Of Vocational Education Available To Students In Southwestern Schools For The Deaf

High School Year	Range in Clock Hours per Year	Mean
Senior Year	240-630	369
Junior Year	240-630	361
Sophomore Year	240-630	330
Freshman Year	240-630	330

It is evident from the information above that none of the schools for the deaf in the Southwest area offer a comprehensive terminal vocational-education program. Superintendents of the southwestern schools stated that their present vocational-education programs were not adequate even as prevocational training.

It is known that a number of students have received sufficient training in a school for the deaf to obtain and hold employment. However, superintendents report that much depends upon the talent and capabilities of the individual student. Many, if not most students, fail to progress to terminal levels and need additional time and training; others are incapable of absorbing the needed skills for proficiency in the general vocational field and must be trained in simple repetitive, assembly-line type tasks; several have undefined vocational aspirations during the latter school years when vocational courses are available.

B. Post-School Education and Training For Former Students

1. Information Obtained From Questionnaires to Parents

Questionnaires were returned by the parents of 383 graduates of schools for the deaf. Of the 383 graduates (reported by parents), 86 of 194 unemployed young adults were receiving or had received post-school training. Of 189 young adults reported (by parents) to be currently employed, 59 received some type of education or training after departing from the state residential school. Thirty-eight per cent or 145 of the young deaf adults had been, or were currently students or trainees in post-school academic or vocational training programs. The New England Survey reported that 56% of the young deaf adults of that area received post-school training.

2. Information Obtained From Young Deaf Adults by Personal Interviews

Interviews were conducted with 190 employed males; 76 indicated that they continued training for a job after leaving a school for the deaf. Information was obtained from 72 of these employed males regarding the place and type of training. The table below presents this information.

Table 18. Post-School Training Environment Of 72 Employed Deaf Males

Facility	Number
Gallaudet College	3
Public High School	4
Rehabilitation Facility	7
Trade/Technical School or College	19
On-the-job Training	39
Total	72

The table above reveals that slightly more than 50% of the employed males received their training on-the-job rather than in a training facility. Thirty-three were trained in a facility, and the following table reveals the type of training they received.

Table 19. Training Areas Of Employed Deaf Males Who Were Enrolled In Post-School Training Facilities

Area Of Training	Number*
Algebra	1
Baking	2
Barbering	1
Body & Fender	3
Cleaning and Pressing	2
Drafting	5
IBM	2
Janitorial	2
Machinist	1
Math	1
Printing, General	3
Offset	1
Linotype	5
Shoe Repair	2
Sociology	1
Woodworking	1
Prevocational Adjustment Training	3

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* Some students received instruction in more than one subject or trade.

Specific post-school training facilities in which employed young deaf adult males of the Southwest have enrolled include: a comprehensive rehabilitation center (Arkansas), a public high school, a drafting college, a residential school for the deaf and an auto school (Kansas); a state vocational school and a trade school (Louisiana); a vocational rehabilitation facility (Mississippi); a city manual high school, a private rehabilitation facility, a sheltered workshop, a trade school and a high school (Missouri); a state technical college (Oklahoma); and a state teachers' college (Texas). Facilities attended outside the Southwest include: a linotype school (Iowa); a linotype school (New York); a school for horse trainers (Ohio); a school for graphic arts (Tennessee); and Gallaudet College (Washington, D. C.).

Seventy-seven employed females were interviewed. Thirty-eight stated they had received post-school training prior to employment. Six obtained training in business colleges/schools, two attended Gallaudet College, two received training in state rehabilitation facilities, one attended a private college, four received training in trade schools, and 20 were trained on-the-job. The training environment of the remaining three could not be determined during the interviews.

Specific training facilities in which employed females have been enrolled include: a business school (Arkansas); a business college and a school of cosmetology (Kansas); a state trade school and an academy of beauty culture (Louisiana); a junior college (Mississippi); an automation institute, a business machine corporation, an art institute and a rehabilitation center (Missouri); a business college, a private college, and a school of nursing (New Mexico); a business college (Oklahoma); and Gallaudet College (Washington, D. C.).

Eleven of the 40 unemployed males interviewed stated they had received post-school training. They were distributed among the following facilities: two at colleges for the deaf; two at private sheltered workshops; one at a state comprehensive rehabilitation center; one at a state technical college; two at trade schools; and one at an art school. Three of those interviewed said they trained on-the-job.

Nineteen of the 51 single unemployed females who were interviewed were trained in the following facilities: three at Gallaudet College; one at a comprehensive rehabilitation center; one in a vocational department at a school for the deaf; three in cosmetology schools; three in business colleges; one in an art school; one in a dental lab; one in a trade school; one in a vocational rehabilitation facility, and one in a junior college; one was trained on-the-job.

The following table summarizes the number of young deaf adults interviewed who stated they had received post-school training:

Table 20. Post-School Training of Interviewed Employed and Unemployed Young Deaf Adults by Sex

	Employed Males	Employed Females	Unemployed Males	Unemployed Females*	Total
Total Interviewed	190	77	40	51	358
Total Receiving Training	76	38	11	19	144
% of Those Interviewed Who Have Rec'd Training	40%	49%	28%	37%	40%

* 45 Housewives unemployed outside the home, excluded. (5 reported receiving post-school training)

The information obtained through the use of questionnaires to parents relative to school graduates enrolled in post-school training (38%), appears to be fairly consistent with the percentage determined from personal interviews with the graduates themselves (40%).

3. Success in Post-School Hearing Programs

Questionnaires were mailed to a number of administrators representing schools for the hearing and other training centers in which deaf students were or had been enrolled after leaving a school for the deaf. These administrators were requested to consult with the teachers, counselors, or other staff members who had direct contact with these students, before completing and returning the questionnaires. Questionnaires were returned for 57 students of which 52 had terminated post-school training and only five were currently enrolled in such programs. A majority of the students (30) reported by these training facilities were enrolled in vocational or technical training programs while 16 were enrolled in commercial courses.

The general performance of 10 of the 57 students was judged to be above average, the performance of 37 to be average, and the performance of 10 to be below average. Of the 57 students, 11 were judged to be deficient in the language arts; and 28 had received extra tutoring while 29 had not. Only four of the 57 students were judged to be socially unaccepted by their hearing peers in the facility. Personnel serving 49 of the 57 students indicated that they would be favorable toward accepting another deaf student.

Some facility personnel openly stated that their programs cannot be adjusted to the handicapped--deaf or otherwise. The statement of one registrar summed up the situation most deaf persons faced when attempting to enroll in available post-school training facilities at the present time: "We do not have special trained teaching personnel or special equipment for the training of the deaf. . . They must be well adjusted and willing to receive training as is offered in the regular classrooms and laboratories." He further stated ". . .we must require a high school graduation as a minimum /entrance requirement/."

Most of the training facility personnel conceded that extra effort was required of the instructors to provide beneficial instruction to enrolled deaf students. Some made statements indicating that their deaf students did not receive sufficient attention in their programs.

A few facility staff members showed surprise and possibly some disappointment regarding the lack of lip reading skill in their deaf students. A sample of those statements is: "/this student/ is not observing enough to learn or comprehend lip reading--only uses his hands for sign language."

Although care is required in selection of deaf students referred to regular, available training resources, those who complete their training programs in such facilities are generally more likely to find employment directly upon completion, as some of these facilities provide placement services. Two or three facilities hesitated to accept more deaf students because placement of deaf graduates was found to be difficult.

C. Former Students Served By State Vocational Rehabilitation Agencies

State supported vocational rehabilitation agencies (commonly known as DVR--Division of Vocational Rehabilitation) exist in every state and are in a position to provide services to deaf persons. State DVR agencies exist for the purpose of providing services to persons possessing disabilities which constitute a substantial handicap to employment, but which are of such nature that rehabilitation services may reasonably be expected to render them fit to engage in remunerative occupations. Technically all deaf persons possess a disability with a resulting handicap for employment and nearly all would be eligible for DVR services.

Four of the seven project states employ one full-time field counselor who serves only deaf and hard of hearing adults, and one state employs two counselors who work solely with the deaf. The remaining two states utilize their regular DVR counselors to serve deaf persons in their assigned areas who are in need of the services.

In an effort to determine to what extent DVR agencies in the Southwest serve the young deaf adults, each agency was provided with a list of former students of the state schools for the deaf, who had been included in the total sample. Each agency was requested to indicate which students had been or were being served and, if so what services had been or were being provided. Complete cooperation from each state DVR resulted in a report on each of the 685 former students in the total sample of this study. Table 21 reveals the per cent of young deaf adults of the Southwest who have been accepted as DVR clients.

Table 21. Per cent of Total Sample Group Served By Seven State Rehabilitation Agencies (N=685)

State	Total in Sample	Number Served	Percent of Total Sample Served
Arkansas	95	45	7 %
Kansas	71	56	8 %
Louisiana	202	155	23 %
Mississippi	99	58	8 %
Missouri	103	80	12 %
New Mexico	47	27	4 %
Oklahoma	68	49	7 %
Total	685	470	69 %

It is intersting to note that state rehabilitation agencies annually serve approximately 69% of the graduates and dropouts of schools for the deaf. Two states not supporting full-time counselors for the deaf, ranked second and fifth in the number of young deaf adults served.

The services provided by the state DVR agencies for these young deaf adults included counseling, evaluation, training, job placement, and follow-up on the job.

D. Vocational Preparation Necessary For Current Occupations

The immediate supervisors of 237 deaf employees were interviewed personally, and asked what preparation was necessary for the successful performance of the deaf employee in his present job. The table which follows indicates their responses.

Table 22. Preparation Necessary For Present Job As Indicated By Supervisors* (N=237)

	Male	Female	Total
Simple Demonstration	49	16	65
On-the-job Training	104	44	148
Formal Company Classes	0	2	2
Trained Skills Prior to Hiring	48	17	65

* Several supervisors indicated 2 or more types of preparation were necessary.

In view of these findings, it would seem that most of the occupations currently held by young deaf adults do not require formal training, and that most can be adequately trained on-the-job. This finding, perhaps, reflects the prevalence of young deaf adults employed in semi-skilled or unskilled occupations. It has implications for the upward mobility of the deaf employee since, in the opinion of the supervisors, 81% of the employees have limited or no opportunity for advancement without additional formal training.*

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* See Table 28, page 75.

CHAPTER V

VOCATIONAL ASPIRATIONS, APTITUDE, AND OPPORTUNITIES

A. Satisfaction With Present Occupation

1. Employed Young Adults

The 267 young deaf employees were asked whether they liked their present positions. The replies of the 264 who gave a response are indicated in the following table.

Table 23. Employee Satisfaction With Present Employment By Sex

	Male	Female	Total
Like my job very much	110	58	168
My job is okay	72	15	87
I dislike my job	6	3	9
Total	188	76	264

Most of these deaf employees apparently are well satisfied with their present employment. Reasons given tended to center on salary, amicable relationships with employers and fellow workers, the fact that they are interested in the particular work in which they are engaged, and good working conditions in general.

The comments of the three females who disliked their jobs were:*

> I have no interest in the work; it is boring. Also we have to hurry all the time to meet production quotas.

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* The responses were generally given in sign language and thus the interviewers' interpretations were recorded here.

> I am the only deaf person working here. Communication is difficult.
>
> (Comments of the interviewer) She said the work was too hard for the pay they gave her. Also, there was friction between the deaf worker and a hearing female co-worker who needled and roughed her up. The female shop supervisor insisted on being neutral.

The six males who disliked their jobs stated low salary as one reason. Other reasons included: no learning opportunities on the job, lack of steady employment, no apparent opportunities for advancement, job produces physical discomfort, lack of companionship, and preference for another job. Thirty-three per cent of these employed males and females appeared to be satisfied with their present employment positions. When asked how they liked their jobs they said "okay."

When asked if they hoped to keep their present job or change jobs, 195 employees indicated they would like to keep their present jobs, 58 indicated they would like to change jobs, and 6 were undecided. Reasons given by those who wished to change jobs tended to be based on a desire to earn more money, and aspirations for employment in occupational areas other than their present positions. In addition, a few indicated the desire to seek employment in a geographical location more suited to them--in a larger town--off the farm--away from home--nearer home--etc. A few indicated a desire to change employment because they lacked companionship with other deaf persons. (These individuals worked and resided in small towns). Many who liked their jobs "okay" desired to change jobs.

2. Parents

Parents of deaf employees were asked to respond to the question of whether the present position of their son or daughter was a good one. From a total of 189 parents who responded, 149 considered the present positions to be satisfactory, 23 considered them unsatisfactory and 16 were undecided. Parents stating they do not believe the present positions of their sons and daughters to be good ones, generally gave lack of opportunity for development and advancement, and inadequate salary as the reasons. Typical statements regarding lack of opportunity follow: "because it does not provide opportunity for the use of his skills; nor, does it provide opportunity for advancement"; "because he is a high school graduate and should have a more skilled profession or vocation."

B. Vocational Aspirations

1. Graduates of the Schools for the Deaf

The 267 presently employed young adults were asked what job they would like to have in the future. Out of 190 employed males interviewed, only 53 indicated aspirations for occupations other than those in which they were presently engaged. From a total of 77 employed females interviewed, only 18 indicated aspirations for occupations other than those in which they were presently employed. In addition, 45 housewives unemployed outside the home were interviewed, and 18 of them indicated satisfaction with housework and no desire to work outside the home; 3 indicated they would like to work outside the home, but were undecided as to specific occupations, and 24 stated specific occupational aspirations.

Ninety-one unemployed deaf were also interviewed and were asked to state their occupational aspirations. Fifty-one unemployed females (housewives excluded) were interviewed and 48 of these listed occupational aspirations, one gave no response and two indicated they wanted to work, but were not sure in what occupation. Thirty-three of the 40 unemployed males stated specific occupational aspirations.

Table 24 indicates that these young deaf adults tend to favor clerical, industrial, laundry, printing, baking, cosmetology and sewing occupations. The printing industry, to which many deaf are often wrongly relegated due to stereotyping, ranked fourth as an occupational aspiration in this particular area of study. It was interesting to note that "factory laborer," which was the top choice of the unemployed and of housewives, was not aspired to by any of the employed former students. There were no aspirations for unusual occupations or for any that are beyond the aptitude or ability of at least some young deaf adults. It was noticeable that most of the occupations to which these former students aspired, were related to training courses which were offered at schools for the deaf in the Southwest or to jobs they knew deaf persons have filled.

Table 24 (see page 69) lists the occupational aspirations of each group of young deaf adults interviewed.

Table 24. Occupational Aspirations of Employed and Unemployed School Graduates By Sex (N=176)*

Aspired Occupations	Total	Employed Males	Employed Females	Unemployed Males	Unemployed Females	House-Wives
Animal Husbandry	1	1				
Artist	4	1	2	1		
Assembly Work	2	2				
Auto Mechanics	4	2		2		
Accounting	1					1
Baking	10	4		5	1	
Body & Fender/Sheetmetal	4	3		1		
Beautician	9		1		6	2
Babysitter	1		1			
Clerical (Includes IBM)	33	4	9		11	9
Cook	1				1	
Custodial	3	1		2		
Cleaning/Pressing, Laundry	17	5	1	5	5	1
Cake Decorating	1					1
Cabinet Maker	1	1				
Cattleman	1	1				
Dishwasher	1	1				
Draftsman	5	3		2		
Domestic Service	4				4	
Dormitory Supervisor	1				1	
Electrician	1	1				
Engineer	1	1				
Factory Laborer	22			5	9	8
Food Service	1				1	
Housewife	4		1		3	
House Painter/Carpenter	1			1		
ITU Man	1	1				
Laborer, Construction	1			1		
Machinist	2	2				
Managerial	3	3				
Printing: General	6	6				
Offset	5	3		1	1	
Power Machine Operator	1		1			
Shoe Repair/Shoe Factory	4	2		2		
Seamstress (Dressmaking, Draperies, Factory)	8		1		5	2
Tailoring/Alterations	1	1				
Teacher	2	1	1			
Truck Driver (Delivery)	1			1		
Upholstery	4	2		2		
Woodworking	2			2		
Welding, Structural	1	1				
Total	176	53	18	33	48	24

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* Aspirations for the employed deaf were listed only if he or she aspired to an occupation other than that in which engaged.

2. Current Students in Schools for the Deaf

One hundred ninety-six juniors and seniors (108 males and 88 females) in ten schools for the deaf were asked what job they would like to have in the future. The following table presents the specific occupations to which these male students aspired.

Table 25. Occupational Aspirations Of Male Students (N=108)

Occupation	Number
Auto Mechanic	2
Body and Fender Repairman	1
Bricklayer	1
Barber	1
Baker	6
Carpenter, Cabinet Maker, etc.	5
Custodian	1
Cook	1
Commercial Artist	1
Clerical Worker	2
Cleaning and Pressing Man	6
Draftsman	6
Dental Lab Technician	1
Engraver	1
Electronic Technician	2
Fisherman, Commercial	1
Furniture Repairman	1
Farmer	6
Factory Worker	7
Laborer	3
Leatherworker, Shoe Repairman	2
Manager	1
Laundry Worker	1
Mathematician	1
Printer, General	13
Linotype	4
Offset	5
Post Office Employee	1
Painter	3
Photographer	2
Tailor	1
Teacher	3
Upholstery Man	4
Undecided	12

The printing field is the most often selected of the occupational choices with a combined total of 22. The male students aspired to a slightly greater variety of occupations than did the employed males.

Table 26 provides information regarding the aspirations of female students in ten southwestern schools for the deaf.

Table 26. Occupational Aspirations Of Female Students (N=88)

Occupation to Which Aspired	Number
Housewife	4
Clerical	22
Cosmetology	13
Domestic Work	2
Dormitory Supervisor	3
IBM Operator	8
Factory Work	5
Laundry, Dry Cleaning/Pressing	3
Printing	1
Sewing/Reweaving	8
Teacher	7
Waitress	1
Undecided/No Response	11

The clerical and cosmetology fields appear to be most attractive to female deaf students. It was interesting to note that more female students than male students listed a second occupational choice. For the tables above, first choices were used.

C. Vocational Aptitude

1. Former Students

The fact that the young deaf adults possess the general aptitude for a large number of vocations would appear to be documented by the variety of the jobs they fill and by the fact that 93% of the employers interviewed, considered the employees as average or above average in the performance of their jobs. Specific vocational aptitudes could not be determined, since it was outside the scope of this project to undertake aptitude testing of deaf employees. Whether former students could succeed in the occupations to which they aspired, could not be adequately determined in this study.

Review of the school records and case folders of former students indicated that 84% had completed some form of formalized testing. Approximately 3/4 or 74% of this group achieved less than a 7th grade level with only 5% achieving at the 10th grade level or above. The returned questionnaires and project personnel strongly suggested that achievement levels for most of the group for which records were incomplete were below the 7th grade.

2. Juniors and Seniors

In an effort to determine indications of occupational areas for which the deaf show aptitude, the General Aptitude Test Battery (GATB) was administered to 190 junior and senior students, both male and female, from the ten southwestern schools for the deaf. Eight students were not available when the tests were administered. This test battery is used routinely by local Employment Security Divisions and has been standardized on a substantial sample[28] of the general adult population of the United States*. Experienced personnel of ESD administered the test. No modifications were made in either the test itself or its administration, with the exception of the presence of an experienced professional interpreter for the deaf who assisted with test instructions and other necessary communication.

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[28] United States Department of Labor, Guide to the Use of the General Aptitude Test Battery (Washington, D. C.: United States Government Printing Office, January, 1962), Section II: Norms.

* Hereafter referred to as general adult population.

The following table shows information relative to aptitude scores of 190 junior and senior students tested using the General Aptitude Test Battery.

Table 27. Aptitudes Of 190 Deaf Students (GATB)

Aptitudes	Mean Aptitude Score	Percentile	t
G-General**	75.96	12	15.71*
V-Verbal**	73.40	9	18.34*
N-Numerical	78.44	15	14.87*
S-Spatial	96.10	41	2.69
P-Form Perception	101.85	53	N.S.
Q-Clerical Perception	94.94	40	3.49*
K-Motor Coordination	101.93	53	N.S.
F-Finger Dexterity	84.91	22	11.07*
M-Manual Dexterity	101.08	52	N.S.

* Significant at the 1% level.

** The G-General aptitude is sometimes considered as an indicator of general intelligence. Since this score, as well as the V-Verbal score is determined through the administration of highly verbal items, the G and V scores obtained for deaf students would appear to be questionable.

The aptitudes of Spatial, Form Perception, Clerical Perception, Motor Coordination, and Manual Dexterity approximately equaled the scores obtained by the general adult population. This group of deaf persons was found to be significantly lower than the general adult population in four aptitude areas: General, Verbal, Numerical, and Finger Dexterity. Approximately 3% possessed aptitudes for professional and managerial positions. Thirteen per cent could apparently succeed in clerical positions. The vast majority of the students have sufficient aptitudes to hold numerous skilled and semi-skilled positions. The rather low percentile ranking of the deaf on the Finger Dexterity Text is somewhat surprising.

On the basis of the GATB test results, approximately five juniors and seniors could possibly succeed at the junior college (technical trade) level and perhaps one of those tested could successfully complete a four-year college program.

The validity of the deaf scores on the GATB testing in this survey might be held in question. A thorough examination of the findings revealed that certain homogeneous groupings of students with cultural and educational advantages scored higher. Also the factor of loss of hearing is not accounted for in relation to occupations for which deaf persons qualified.

In view of the fact that the test retained the verbal factors and adult hearing norms were utilized, it is remarkable that the deaf scored as well as they did. As expected, the testing does appear to confirm information from other sources indicating that the deaf fall below the general adult population on verbally weighted tasks.

Although the project investigator and members of the planning committee, meeting in final conference, expressed reservation regarding unqualified use of the GATB results reported in this section, they considered this information of value. In fact, four superintendents announced that as a direct result of this investigation, they will initiate routine GATB testing of senior students.

D. Vocational Opportunities

The immediate supervisors of 237 employees were asked about opportunities of the young deaf adult, with or without further training. Their responses are indicated in the following table.

Table 28. Vocational Opportunities Of Young Deaf Employees With And Without Further Training As Indicated by Immediate Supervisors

Opportunities	With Further Training Male	Female	Total	Without Further Training Male	Female	Total
Considerable	50	19	69	23	8	31
Limited	65	30	95	85	37	122
None	45	8	53	55	15	70
No Opinion	13	7	20	10	4	14
Total	173	64	237	173	64	237

In the opinion of their employers, approximately 30% of the males and females had considerable opportunities for advancement in their present employment location with additional training. Only 13% of the males and females had considerable advancement opportunities without training, again according to the employers' opinions. Even with additional training, vocational opportunities under the same employer remain limited or negligible for many employees.

Samples of statements from employers who said their deaf subordinates would have considerable opportunities with additional training are the following:

> With skill he can better his salary considerably.
>
> With improved skills he could go about as far as he wishes.
>
> There are more technical jobs in the company I feel she could do with further training.

Typical of employers' statements indicating limited or negligible opportunities even with additional training were:

> No other jobs here.
>
> Communication is a problem.
>
> He does not seem to remember, for long, things that he learns.
>
> His deafness would not let him advance.
>
> She has probably reached the limit now.
>
> She is tops now.

Supervisors of 119 (50%) of the 237 deaf employees were interviewed and they indicated that additional training, such as night school and trade-school training, would benefit the employee. On-the-job training was specifically suggested for 20% of the deaf employees.

CHAPTER VI

DEMAND FOR POST-SCHOOL VOCATIONAL AND/OR TECHNICAL TRAINING

A. Approval of Post-School Vocational and/or Technical Training

1. Parents Approval

The parents of school graduates and students in schools for the deaf were asked whether they approved the idea of vocational-technical training for young deaf adults who had completed their studies at a school for the deaf. Parental responses are listed in the following table.

Table 29. Approval by Parents of Post-School Vocational-Technical Training for Young Deaf Adults

	Parents of			
	Current Students	Employed Graduates	Unemployed Graduates	Total
Approve	149	171	177	497
Disapprove	0	3	1	4
Undecided/No Opinion	6	15	16	37
Total	155	189	194	538

Most of the parents (92%) approved of providing post-school vocational-technical training for young deaf adults.

Approximately 10% of the responding parents indicated dissatisfaction with the vocational preparation programs of schools for the deaf. Examples of these parents' statements are:

> Young deaf adults are not ready for skilled occupations upon graduating from school.

> State schools for the deaf do not train their graduates sufficiently.
>
> The regular training school [school for the deaf] does not offer a broad enough [academic] curriculum nor comprehensive enough vocational training to meet the demands of employers.
>
> The training they receive at the school isn't enough.

Other parents complimented the extent of the preparation provided by schools for the deaf, but recognized that post-school training is also necessary. The following statements are typical of this opinion:

> My son received excellent training at xxxxxxxxxx School for the Deaf, but he needs more specialized training and on-the-job training to become qualified to be a member of the Union.
>
> Most deaf schools have limited, inadequate facilities due to limitations of number of students and the vast variety of vocations.
>
> Training through high school should not be too heavily vocational. Vocational training should begin in earnest afterwards.

Most parents justified the need for post-school training simply on the basis that young deaf adults need more training. The authors interpret this to mean training to achieve occupational success in vocations commensurate with their abilities, interests, and aptitudes and to have sufficient preparation to meet the keen competition with hearing persons for jobs.

2. Deaf Students and Deaf Graduates Approval

Current students (juniors and seniors) of schools for the deaf and deaf graduates were asked if they approved the concept of post-school vocational-technical training for the deaf. Their responses are given in Table 30 (see page 79).

Table 30. Approval by Deaf Students and Graduates of Post-School Vocational-Technical Training

	Current Students	Employed Graduates	Unemployed Graduates*	Total
Approve	152	219	95	466
Disapprove	4	5	3	12
Undecided/No Opinion	40	43	38	121
Total	196	267	136	599

* Includes 45 housewives.

Most deaf students and graduates (78%), like their parents, approved the idea of post-school training for employment. Although most of the juniors and seniors supported the idea of post-school training for the deaf, most of them failed to give well-defined reasons; however, they did seem to feel a general need for additional training after leaving school. The school graduates tended to express more valid reasons for approving post-school training. Many of them indicated that they were unprepared for the competitive labor market after leaving school and felt a great need for further training. There are indications that a large number of young deaf adults had difficulty finding employment. However, two students stated: "I had enough /training/ at the school for the deaf," and "If they /the deaf/ want, they can learn enough in school." Most of the graduates believed that further training after leaving schools for the deaf would result in better jobs at higher salaries.

The employed deaf males voiced some specific criticisms of the vocational training programs in schools for the deaf. These were interpreted as:

Training was not intensive and extensive enough.

Communication difficulties existed between student and instructor.

Training experiences received at school were often vastly different from the actual employment experience.

Vocational offerings, especially in the skilled and semi-technical areas, were too limited in variety.

Machinery used in training classes was outdated.

Vocational counseling was not available. A typical statement was "I didn't know what to do."

B. Preference for Type or Setting of Post-School Vocational-Technical Training

1. Parent Preferences

The parents of both current students and graduates were asked to select the environment in which they would recommend post-school vocational-technical training be established for their children. They were asked to make a selection from the four following choices:

On-the job training,

In vocational-technical training center established solely for the deaf,

In vocational-technical training centers already existing for the hearing,

In the already existing facilities for the hearing, but in which special staff had been added, who were trained to work with the deaf.

Each possibility was explained in the instructions accompanying the questionnaire.

The responses of the parents are given in Table 31, page 81.

Table 31. Parents' Selection of Setting for Post-School Vocational-Technical Training

Setting	Students	Parents of Employed Graduates	Parents of Unemployed Graduates	Total
On-the-job	30	55	44	129
Center for the Deaf	31	32	32	95
Center for the Hearing	4	--	5	9
Center for the Hearing but w/special staff	79	71	86	236
Combination of Settings	--	6	6	12
Not sure/No Opinion	11	25	21	57
Total	155	189	194	538

Only a few (9) of the responding parents recommended use of ongoing facilities for hearing persons in which no modifications of the training program or staff were made to accomodate deaf students. It was interesting to observe that only 18% of the parents recommended that post-school training for their deaf children be provided in vocational-technical training centers established solely for the deaf. Forty-four per cent of the responding parents preferred the use of an established facility for the hearing where special provisions had been made to serve deaf persons. Twenty-four per cent of the responding parents selected on-the-job training as their preference.

The major reasons given by parents for selecting on-the-job training centered on the following: their children could remain closer to home during the training period, they could earn while learning, training would be more specific, the trainee could experience actual employment conditions, there would be a greater likelihood of immediate and more satisfactory employment upon completion of training.

Parents who preferred a training facility solely for the deaf expressed the following opinions: their children would receive better instruction by a larger, more understanding, and more thoroughly trained staff; their children could not compete with hearing students while in training; and such a facility would provide the most beneficial social setting. On the other hand, the parents who selected ongoing facilities for the hearing in which suitable adaptations had been made to serve the deaf, stated nearly the same reasons to justify their choice. The major reason given by these parents was that training with hearing persons is the best way to prepare the deaf to live and work with a hearing world. Many parents, regardless of their preference, appeared concerned less with the training facility than with the qualifications and experience of the personnel in work with the deaf.

The reader should note that parents were asked to make their selections, generally, without comprehensive knowledge of the listed alternatives. There are no post-school vocational and/or technical facilities established solely for the deaf; most of the parents had no direct knowledge of the few, small, ongoing efforts to serve the deaf in established post-school educational, vocational, and rehabilitation facilities. However, the parents were somewhat familiar with on-the-job training situations and with the programs of present state residential schools for the deaf. It is interesting that parents were perceptive enough to realize that the training environment should be similar to the work environment their children face at the termination of training.

2. Student Preferences

Students and graduates were asked whether they would prefer being trained in post-school programs with deaf peers, hearing peers, or whether it made any difference. The project interviewers reported that many young deaf adults stated that their actual preference was not among the alternatives listed--they preferred a training situation where they could train and mix socially with both deaf and hearing peers. Consequently, this alternative was added to the interview form. Table 32 lists the preferences recorded.

Table 32. Preference of Students and Graduates for Post-School Training

Preference	Students	Employed Graduates	Unemployed Graduates*	Total
With deaf peers	69	111	61	241
With hearing peers	21	14	4	39
With mixed group	48	45	14	107
Doesn't matter	37	70	35	142
No opinion	21	27	22	70
Total	196	267	136	599

* Includes the 45 housewives.

Of the 599 students and graduates interviewed, 241, or 40% preferred to train with deaf peers; 39 or 7% preferred to train with hearing peers; 107 or 18% preferred a mixed group and 24% had no preference. The investigators felt that had the choice for "mixed group" been initially included on the interview form, possibly more young deaf adults would have selected this alternative. It is interesting that less than one-half of the students and graduates interviewed indicated a distinct preference to train only with their deaf peers.

These young adults were asked to state reasons for their choice. Those who preferred training solely with deaf peers did so because they generally felt this would provide a more secure social setting and better training opportunities. Many young deaf adults stated their need for association with hearing people and therefore preferred post-school training with either "hearing peers" or a "mixed group."

C. Indications for Potential Enrollment in Post-School Training Programs for Young Deaf Adults

Parents of both students and graduates were asked whether they would encourage their sons or daughters to receive training if it were available this fall (or the following fall in the case of juniors) if finances were no problem. Their responses are recorded in the table below.

Table 33. Preference of Parents for Post-School Vocational-Technical Training Programs for Young Deaf Adults

Response	Current Students	Parents of Employed Graduates	Parents of Unemployed Graduates	Total
Yes	140	122	143	405
No	2	8	2	12
Undecided	12	36	26	74
No response	1	23	23	47
Total	155	189	194	538

Seventy-five per cent of the parents said they would encourage their deaf child to enter a post-school training program next fall (or the following fall for juniors) if finances were no problem.

Table 34 (see page 85) shows responses from current students and graduates when asked whether they would enter post-school training programs.

Table 34. Preference of Students and Graduates for Post-School Vocational-Technical Training Programs Next Fall

	Students	Employed Graduates	Unemployed Graduates*	Total
Yes	129	84	66	279
No	35	142	48	225
Undecided	20	26	14	60
No response	12	15	8	35
Total	196	267	136	599

* Includes 45 housewives.

According to the statements of students and graduates, 65% of the students and 49% of the unemployed graduates would enter post-school training next fall if it were available. It seems significant that 31% of the employed former students indicated they would leave their present employment to enter training. Most interviewers noticed that although most of the current students stated they would enter post-school training immediately after graduation, many of them added such remarks as, "But I will try to get a job first. If I cannot find a job, then I would take more training."

The 267 employed young deaf adults were asked whether they would attend night classes at a vocational or technical school if there was the opportunity. Several were not sure, but 83, or 31% said they would and 94, or 35%, said they would not attend night classes. The 136 "unemployed" were asked the same question and 34 (25%) said yes, 30 (22%) said no and the other 27 (20%) were undecided. Also, one-third of the housewives, unemployed outside the home, who were interviewed, said they would attend night classes.

D. On-The-Job Training

As stated previously, 24% of the parents of graduates who returned questionnaires preferred on-the-job training for their deaf children rather than facility training. In addition, many of the employers who were interviewed recommended that any further training their deaf employees obtained should be on-the-job. The immediate supervisors of 119 of 237 employed young deaf adults favored further training for their deaf workers, with some suggesting on-the-job training.

Several of the employers preferred to train prospective or new employees on the job, because the worker could then be oriented to the specific procedures, processes and equipment used by the company. Some employers stated that the only training available for certain positions in their firms was by the use of on-the-job instruction.

Several of the young deaf adults themselves indicated a preference for on-the-job training so they could "earn while they learn."

CHAPTER VII

STATISTICAL REVIEW OF THE FINDINGS*

A. Occupational Status of Young Deaf Adults

The occupational status--employed, unemployed, in post-school training, housewife, unemployable--was determined for 80% of the population sample selected for this investigation. The statements which follow are based on the findings of that sample.

(1) The rate of unemployment among the young deaf adult of the Southwest was estimated at 25%. (It was impossible to determine a precise figure. See footnote, page 32.) This figure was comparable to the rate of unemployment among young hearing adults nationally, who had dropped out of school, but was slightly more than twice the average rate for all persons, nationally, age 18-24 years, during 1964.

(2) Only 18% of those who graduated or dropped out of school for the 1963-64 school year continued in post-school training programs. A total of 8% of the 1964 graduates entered Gallaudet College, Washington, D. C.

(3) Sixty per cent of the 1964 deaf school graduates were employed, compared with 81% of those who graduated in 1958.

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* This chapter presents a statistical review of the major findings in this study. The reader is referred to Chapter 3, 4, 5, and 6 for a detailed presentation of the results.

The following information is based upon responses of a number of former students who were located and interviewed.

(1) Seventy-one per cent of the employed young deaf adults of the Southwest were males.

(2) Twenty-nine per cent of the employed males were married; 34% of the employed females were married.

(3) The age range for employed males was 16 years, 9 months, to 30 years, 6 months; for females, 16 years, 6 months, to 31 years, 4 months.

(4) Employed females appeared more stable in employment than males, since 25% of the males had held three or more positions, compared to 16% for the females.

(5) The young deaf adults of the Southwest were employed in a large variety of jobs ranging from professional positions to unskilled occupations. However, the majority of the males (61%) and females (55%) were employed in semi-skilled or unskilled positions (including "service occupations" and "agricultural occupations"). Only 3 of 190 employed males interviewed and one of 77 employed females interviewed held professional or semi-professional positions.

(6) Occupations apparently favored by employed males included: dishwasher, janitor, upholsterer, printing operations, laundry/dry cleaning/pressing, and baking. A number of females held clerical positions, while others were employed in domestic work, cosmetology, laundry work, and factory work.

(7) The young deaf adults of the Southwest in the 16 to 24 age range, appeared to earn salaries comparable to hearing peers, nationally. Young deaf adults of the Southwest, in the 25 to 31 age range, earned less as a group than hearing persons of the same age group.

(8) It appeared that a combination of sources were used to find positions, but that the most useful means were parents, relatives and friends, personnel of schools for the deaf (often the vocational instructor), and state rehabilitation agencies. From all indications, it appeared that rehabilitation personnel provided more placement assistance than any other one source. A number of respondents stated that they found employment on their own.

(9) The supervisors of 109 out of the 237 employed deaf interviewed, stated that certain aspects of the jobs held by their deaf subordinates were complicated by deafness. Naturally, communication was the primary difficulty encountered, but this was often considered more an inconvenience by the supervisor rather than a significant problem. Other difficulties mentioned by a few of the employers included such statements as: "hard on equipment," "risk of injury," and "general inefficiency in machine operation." Lack of flexibility and academic deficiencies were also indicated by a few employers. In spite of these difficulties

on the job, it seems that employed young deaf adults are able to compensate for some of these problems as evidenced by the fact that the supervisors of 93% of the employees were very satisfied with their job performance.

(10) The attitudes of the interviewed supervisors toward the deaf appeared to be exceptional. Only 7% of those interviewed indicated below average performance by their deaf employees.

(11) The major reasons for unemployment of the deaf appeared to be: lack of adequate training, difficulty in locating jobs, employer prejudice, and negative work attitudes and habits.

(12) A number of young deaf adult housewives (one-third of those interviewed) who had previously worked outside the home stated a desire to return to work when family conditions permitted.

B. Vocational Preparation of Young Deaf Adults

1. All of the ten southwestern state residential schools for the deaf which participated in this survey offer vocational training programs to their students. Most of the schools provided some of the "traditional" courses offered in schools for the deaf across the nation: dry cleaning and pressing, printing, and woodworking. Some schools were updating their vocational offerings to prepare students for more recently appearing occupations, notably key punch operation and offset printing. However, it did not appear that the vocational

offerings in schools for the deaf have changed appreciably in the last twenty years.

2. The southwestern schools for the deaf were not generally offering comprehensive, terminal, vocational training courses. Many administrators felt that this was not the task of the state residential school. However, most superintendents apparently desired to upgrade their present programs.

3. Approximately 38% of the young deaf adults contacted during the survey had been or were currently enrolled in a post-school training program. Very few of these entered a public academic high school. Most of them entered training in "on-the-job" situations. The second largest number entered a public or private vocational and/or technical facility. Several of the females received training in business colleges or schools. Drafting, printing, and body and fender courses seemed to be favored by young deaf adult males receiving post-school training in a facility, rather than on-the-job training. Rehabilitation facilities in three states served some of the young deaf adults.

4. Information was secured for 57 former students who had received, or were receiving, post-school training in facilities established primarily to serve hearing persons. It appeared that these young deaf adults were generally socially accepted by hearing peers in these facilities. Approximately 50% received extra tutoring. Most of the personnel in these facilities stated that more time was required to work with their deaf students than their regular students.

5. Most of the occupations currently held by young deaf adults of the Southwest did not require formal training prior to hiring. The vast majority of deaf employees were apparently trained to a sufficient degree on the job.

C. Vocational Aspirations, Aptitude and Opportunities

1. Most of the 267 employed young deaf adults interviewed were satisfied to remain in their present employment positions. Only 22% stated they would like to change jobs.

2. Only 3% of the 267 employed young deaf adults stated outright that they disliked their jobs.

3. Seventy-eight per cent of the 189 parents of employed young deaf adults returning questionnaires considered the present position held by their deaf children to be satisfactory. Only 13% of these parents stated the positions held by their deaf children were not satisfactory.

4. Fifty-three of 190 employed young deaf adult males and 16 of 77 employed females aspired to occupations other than those in which they were presently engaged. The majority of the occupations to which they aspired would require considerable formal preparation in a training facility.

5. Most of the occupations to which the 196 juniors and seniors of the ten southwestern schools for the deaf aspired, would require extensive formal training in a facility.

6. Only 4 out of 269 young deaf adults of the Southwest were employed in professional and semi-professional positions. GATB testing indicated

that the aptitudes of junior and senior deaf students reflected aptitude patterns for skilled and semi-skilled occupations.

7. Results obtained on the General Aptitude Test Battery must be viewed carefully. A number of factors are involved which make it difficult to make conclusive statements for the entire group based on the test scores.

8. The diversity of present positions occupied by the employed young deaf adults, and the results of the General Aptitude Test Battery indicate that the deaf possess vocational aptitudes for a number of occupational areas, primarily in the skilled and semi-skilled occupations.

9. According to the General Aptitude Test Battery results, young deaf adults of the Southwest, as a group, generally do not possess sufficient potentials for occupational areas requiring the following aptitudes: verbal, numerical, and finger dexterity. In the aptitudes of spatial, form perception, clerical perception, motor coordination, and manual dexterity, this group of deaf persons were about equal to the general adult population.

10. With additional training, 30% of the employed young deaf adults would have considerable opportunities for advancement in their present place of employment, according to their supervisors.

D. Demand for Post-School Vocational and/or Technical Training

1. Of the 538 parents of both present and former students of the southwestern schools for the deaf who returned questionnaires, 92% approved the idea of post-school training.

2. Of the 599 young deaf adults of the Southwest (including both present and former students), who were interviewed, 78% approved the general concept of post-school training. An insignificant number of the present and former students interviewed disapproved of post-school training. A large number were undecided.

3. Forty-four per cent (236 of 538) of the parents responding to the Questionnaire for Parents preferred that post-school vocational and/or technical training be provided in ongoing hearing facilities in which special staff had been added who were trained to work with the deaf. The second ranking choice was for training in on-the-job situations (24% of the parents chose this) and the third ranking choice (18% of the parents) was for a training facility solely for the deaf. Less than 2% recommended the use of an ongoing facility for the hearing where program modifications had not been made for deaf students. Those among the remaining 12% were undecided, expressed no opinion, or proposed a combination of settings.

4. Of the 599 present and former students interviewed, 40% preferred to train with hearing peers; 18% preferred a mixed group of both deaf and hearing peers; and 24% had no opinion or were undecided. Less than one-half of the students interviewed expressed a definite preference to train with their deaf peers.

5. If adequate post-school training were available, 95% of the parents of junior and senior students, 65% of the parents of employed graduates and 76% of the parents of unemployed graduates, stated they would encourage their deaf child to enter post-school training next fall,

finances being no problem.

6. Sixty-five per cent of the present juniors and seniors, 49% of the unemployed graduates and 31% of the employed former students stated they would enter post-school training next fall, if it were available to them.

E. Comparisons with the New England Study

1. Only 18 per cent of the students who graduated in 1964 from schools in the Southwest area continued in academic or trade programs after graduation. This figure can be compared with the 45 per cent found in New England where a great many students seem to enter academic programs in hearing schools after leaving schools for the deaf. There is a possibility that the difference in these two figures can be partially attributable to the fact that some of those students interviewed in the New England area, such as key-punch operators, were enrolled in very short non-credit training periods for a matter of three or four weeks.

2. A substantially greater per cent of employed young deaf adults in the Southwest (29% for males and 34% for females) were married than those in the New England States. This was particularly true for females.

3. In the Southwest study, 45% of the 190 male employees interviewed remained employed in the first position of employment. Sixty-four per cent of the 77 female employees interviewed continued to be employed in their first position. These percentages are comparable to similar figures reported in the New England study.

4. The Southwest study indicated that the mean income of females was approximately $49 per week and males approximately $60 per week. The

figure for the male is about $8 less than for males in the New England study and females in the Southwest earned approximately $4 less than those employed in the New England States.

5. Two out of 192 employed males surveyed in the Southwest study and one of the 77 employed females surveyed held professional positions. The New England study revealed no young deaf adult in professional positions.

6. As a group the young deaf adult in the Southwest (considering regional indexes of living) earned wages comparable to the young deaf adult of the New England States as reported in the New England study.

7. Upon the recommendation of the information of the companion New England study, the unemployed young deaf adults of the Southwest were studied in greater depth. Unemployment rate among the young deaf adults in the Southwest appeared to be rather high and was "estimated" at 25% as it was impossible to obtain a precise figure. The unemployed rate per graduate of the New England schools for the deaf was found to be 17%.

8. The employment status of the young deaf adults up to age 20 in the Southwest area appeared to be very favorable, although they did not experience later salary advancements that were indicated for the general United States population. The status of these young deaf adults appears to be comparable with that of the young deaf adults of New England.

9. Information obtained in the Southwest study indicated that more staff and time were utilized in providing vocational education programs in schools for the deaf than in the New England States.

CHAPTER VIII

DISCUSSION OF THE FINDINGS

A. The Deaf

The general makeup of the population studied in this investigation was highly significant. The "young deaf adults of the Southwest" were composed of persons who had attended, or were attending, the state residential schools for the deaf in Arkansas, Kansas, Louisiana, Mississippi, Missouri, New Mexico and Oklahoma. These schools were unable to be highly selective in the children accepted for enrollment. Therefore, among their current student bodies and alumni, were found not only the so-called "typical deaf"--those children whose only disability is profound loss of hearing--but also the deaf-retarded, deaf with additional physical disabilities, deaf and brain damaged, and deaf with mental and emotional disorders. Also among a given student body, several were usually enrolled who had only mild to moderate hearing losses (the hard of hearing); they were students in the state school for the deaf because of a language problem and/or because the local public schools found them burdensome from a teaching standpoint, and thus referred them to the schools for the deaf. If only the "typical deaf" had been sampled and surveyed, the findings of this study might have been somewhat different.

Among the young deaf adults of the Southwest there appeared to be four groupings relative to vocational aptitude and employment success and status. These were:

(1) a small "marginal and sub-marginal" group who were in need of highly supervised terminal and transitional living and working environments. Individuals in this group usually had problems in addition to deafness which included: mental retardation, extreme social retardation, additional physical disabilities, mental/emotional disorders, and inadequate academic achievement due to the above or to lack of educational opportunity. Many persons in this group had no communication skill whatever, including sign language;

(2) a very small "gifted" group who possessed the aptitude to succeed in a college or technical training programs, especially in programs in which the communication difficulties are circumvented by special methods of instruction;

(3) a small "above average" group who could benefit from a semi-technical or upper level skilled training program;

(4) a large "average" group who could benefit from training in a wide variety of vocational offerings at the skilled and semi-skilled levels.

The data secured in this investigation indicated that the basic needs of each group are the same and included: psychological assessment, vocational assessment, counseling and guidance, academic instruction, medical services, social interaction with hearing persons, vocational training, placement, follow-up and continued availability of adult counseling services.

B. Occupational Status

The criteria used in this study to determine occupational status included wages, occupational skill levels, an occupational rating scale which included socio-economic factors, rate of unemployment, job satisfaction and job performance. Statistics for comparable hearing peer groups regionally or nationally, were not available for any of these factors, and therefore it was impossible to determine the overall occupational status of the young deaf adult of the Southwest in comparison to young hearing adults from the same geographical area. However, the overall occupational status of, and outlook for the young deaf adult of the Southwest compared nationally to hearing peer groups was inferior; and there seemed to be a trend for this gap to widen as age increased. Statistics on a valid sample of older deaf adults would be very valuable in verifying this apparent trend.

Deaf males appeared to have a vocational advantage in initial employment over their hearing peers. The deaf under age 25 earned comparable, if not better, salaries than hearing males under age 25, nationally. In recent years, however, approximately 50% of the graduates from public high schools enrolled in colleges, and this removes many above average young people from the labor market. Only 5% of all young deaf adults located in this survey were enrolled in College (Gallaudet College, Washington, D. C.) at the time the data were collected. (8% of the 1964 graduates were in Gallaudet). The probable reasons for the apparent employment advantages of the deaf over the hearing, up to age 25 is probably due to the following: all the deaf have the benefit of some kind of vocational training before leaving the residential school, they usually enjoy immediate placement services, and competition with the hearing is less keen at this time since the better hearing persons are in college or other training programs.

Deaf males in the upper age range of those studied, age 25 to 30, earned a great deal less nationally than hearing peers age 25 to 34, for whom statistics were available. Although the deaf males appeared to have an occupational advantage, relative to wages and general status, immediately after school, the hearing, having benefitted from experience and progress on the job or from formal college education and technical training, earned superior salaries and had better general status in the upper age group (above 25 years).

That the deaf females of the Southwest earned more than hearing peers, regardless of age, was somewhat surprising. However, there was evidence indicating that the rate of unemployment among deaf females was extremely high. They seemed to be either employed in good jobs, or else were unemployed. Their handicap apparently excluded them from lower paying jobs, e.g. waitress, variety store clerk.

The majority of the employed young deaf adults in the Southwest were ranked sixth on a seven point occupational rating scale. On this scale, which included socio-economic factors, the status of deaf females was somewhat better than for deaf males. Although the deaf females earned more than their hearing peers, 55% of the deaf females were in semi-skilled or unskilled positions. Among deaf males, 61% were unskilled or semi-skilled workers (including "service occupations" and "agricultural occupations").

Status relating to job performance and job satisfaction appeared to be excellent among the deaf. Most of the employed young deaf adults were satisfied with their present positions, and the vast majority of their employers rated them average or above average in the performance of their jobs.

The unemployment rate among the young deaf adults of the Southwest was estimated at 25%. (It was impossible to obtain a precise figure. See footnote, page 32.) The rate of unemployment for graduates of Southwestern schools for the deaf is comparable to the rate of unemployment reported in 1963 for young hearing adults who were school dropouts; it was more than twice the rate reported for all persons nationally, age 18-24 in 1964.

C. Aspirations, Aptitudes and Opportunities

It seems fairly obvious that current and former students were lacking in occupational information. Their stated vocational objectives appeared to be selected from vocational offerings of schools for the deaf and from vocations in which they knew deaf persons had been employed. Only a few aspired to occupations outside this sphere of influence. Only one-fourth of the employed deaf aspired to occupations other than those they currently held. Because adequate post-school employment preparation has not been available to the vast majority of the deaf and due to long established tradition, schools for the deaf offer vocational training in a few selected manual trades in which deaf persons were found to excel. Traditionally, these offerings included printing, baking, laundry/pressing/dry cleaning, shoe repair, upholstery and woodworking. Preparation for girls was centered primarily on homemaking and more recently, clerical work. Although some students may not be particularly interested in any of these trades, they have little choice but to accept enrollment in one or more of these areas during their teen years in school, if they hope to have a skill upon leaving school. Yet, a review of the data revealed that approximately 50% of the employed former students did not enter trades for which they were trained in school.

Although it was outside the scope of this study to determine vocational aptitudes of former students on an individual basis, the wide variety of positions held by those employed and the high regard their employers had for deaf employees indicated that deaf persons possess aptitude patterns for a wide variety of occupations at different skill levels.

The General Aptitude Test Battery, widely used by local offices of the Employment Security Division, was administered to all available juniors and seniors (190) in the ten residential state schools for the deaf of the seven project states. The validity of the results for the group tested is held in question. According to the test, very few deaf persons possess the aptitude necessary for professional or technical levels, but a large number had sufficient aptitudes to qualify for training and employment in numerous skilled and semi-skilled occupations. Some appeared capable for employment in clerical positions. The results of the GATB testing tend to provide support for educators, rehabilitation counselors, and others to expand and extend guidance and training programs.

The low verbal and general academic levels of the deaf are negative factors which limit training and employment opportunities in the professional and managerial areas.

According to available data secured from school records, 83% of the males and 77% of the female school graduates had an achievement level of grade six or below. Only 3% of both males and females had achievement levels at grade ten or above. The low academic achievement levels of the vast majority of deaf persons is a cause for alarm; but although research has recently begun in this area, educators have grappled with this problem for nearly a century and a half without much success. Professionals and interested lay persons must not minimize the fact that:

> . . .vocational selection, vocational fitness and the floor and ceiling of vocational training are set in the levels of general education which the deaf acquire, and it is not realistic to think today of high levels of vocational achievement unless we can at the same time bring up the base of general education as well, because in the general population with all our youth, their ability to move into progressively higher, more complicated and more satisfying work has relied in every instance on a corresponding increase in the effectiveness of the prevocational, general education level that each has enjoyed.[29]

Vocational opportunities at high occupational levels are basically nonexistent for the majority of the deaf.

D. Need and Demand for Post-School Vocational Training and Ancillary Services

The urgent need and widespread demand for improved employment preparation opportunities for the deaf were documented by the data secured in this survey. The southwestern schools for the deaf are not currently offering comprehensive, terminal, vocational training; with one or two possible exceptions they did not have professionally oriented vocational evaluation, guidance, and counseling services. Post-school facility training resources were available only to a minimum number of deaf persons who could succeed in a program designed for the hearing, usually unaltered for the deaf. Post-school ancillary services are less available than post-school vocational training, although most state DVR agencies and two private agencies in the Southwest are making strides in providing these services; the GATB results, if at all valid, indicate that deaf persons have a great deal of untapped vocational potential which could be challenged through the availability of effective vocational and technical training programs. There were retraining needs;

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[29] Reedy, Corbett, "Aspirations of the VRA for Deaf People," Proceedings of a National Workshop on Improved Opportunities for the Deaf (Knoxville: The University of Tennessee, October, 1964), p. 79.

the deaf, themselves, stated their need of improved opportunities and their parents also attested to the need. School and rehabilitation professionals of the Southwest were unanimous in their judgements regarding the need of improved services.

There appeared to be agreement among professionals in the Southwest to favor provision of terminal vocational training at the post-school level. Individual schools have neither the funds nor enrollment to offer a wide range of training courses and administrators felt that their programs should be primarily prevocational in nature. Although there appears to be a trend among professionals, nationally, to support this concept, there is a great deal of controversy regarding the facility setting for the needed services. Should the services be offered in a newly established facility solely for the deaf, or in an ongoing program with hearing trainees? Will one national program be sufficient, or would services best be provided in a regional setting? These and other questions have been freely discussed without benefit of documented findings comparing the effectiveness of different programs or information relating to demand.

The preferences of the young deaf adults of the Southwest regarding training with deaf or hearing peers or a mixed group of both, are difficult to assess. Although the greatest number, 40%, preferred training solely with deaf peers, this could not be used as the sole basis to support segregated post-school training. There is some evidence to suggest that those preferring to train solely with deaf peers are most in need of an integrated program at the post-school level to better adjust to living and working with hearing persons. Those preferring to attend an integrated facility may be the ones best adjusted to the "hearing world." The fact that the employed young deaf adults are competent workers, indicated by their immediate supervisors, reveals that their preparation in a residential school for the deaf, for living with a hearing world, was not entirely negative.

Preferences of parents also provided assessment difficulties. Forty-four per cent of the responding parents favored use of an established facility where special provisions had been made to serve deaf trainees. Only 18% of the parents recommended that post-school training for their deaf children be provided in training centers established solely for the deaf. Most of the parents appeared more concerned that qualified staff would teach their children, than whether training was in segregated or integrated facilities. Among the perplexing questions are: what group of parents have the greatest insight? Do parents of deaf children really know which program is best for their children? Unfortunately, this study does not resolve the question regarding whether deaf persons would benefit more from training solely with deaf peers or from training among hearing peers; that is a matter for further study. (These investigators suspect that the question of integration vs. segregation is not so important as assuring proper staffing and service offerings.) However, the data of this survey does indicate that the following concepts should underlie any effort to improve occupational preparation resources for the deaf through the establishment or adaptation of a facility.

(1) A post-school vocational training program should be comprehensive in design, i.e., offer a broad spectrum of services, including prevocational evaluation, prevocational adjustment experiences, counseling and guidance, academic education, medical services, and psychological assessment.

(2) A curriculum designed for terminal vocational training is highly essential. The deaf trainee should master the course he studies before graduating.

(3) A policy of individual rather than group vocational instruction is highly important since there will be great diversity of achievement levels and rate of progress among the trainees.

(4) A program promoting inter-relationship with hearing peers is greatly needed to improve communication between the deaf and the hearing.

(5) A centralized, urban area with a relatively large deaf population should be selected as the site of post-school training for the deaf.

(6) A staff of professionals, trained and experienced in work with the deaf, would produce the most effective results.

(7) A system of either several regional programs or one large national program for vocational and technical preparation is indicated as most feasible by the combined data of this study. (Regional is defined as a grouping of 8-15 states in one geographical area.)

   (a) Proponents of one national technical program should note that such a facility, on that level, would not meet the occupational preparation needs for the majority of the young deaf adults studied in the Southwest. If a truly technical program lowered its standards to accept the majority of current young deaf adults in the Southwest, the program would consequently lose its technical nature.

   (b) The investigator in this study and the planning committee suggest that the most feasible system of providing post-school training to the deaf, as determined from project data, would be a system of regional programs on the vocational level and one national program on the technical level.

Although these investigators hold that regional programs would best serve the needs of the majority of deaf persons, they do not imply that the present resources should be discontinued. Schools for the deaf have great sums of money invested in their present vocational-education programs; and although it appears that the emphasis in school should generally be on pre-vocational preparation rather than terminal vocational preparation, many students continue to find placement in some trades directly from school. This was notable particularly for males in printing, and dry cleaning and pressing, and for females in clerical programs. Also, several deaf persons appeared to benefit from attendance at ongoing training facilities for the hearing and these resources should not be entirely discouraged. In addition, many young deaf adults will no doubt continue to prefer on-the-job training and this training resource should not be neglected. Finally, ongoing rehabilitation facilities are beginning to serve large numbers of deaf persons. This may very well prove to be an exceptionally positive training resource for deaf persons. Research, through demonstration projects, is currently being conducted in these types of facilities.

It would appear that placement and follow-up services indicated in this study are a key factor in the occupational status of the young deaf adult of the Southwest. Most of those who are employed will apparently not advance beyond their present status without retraining and/or relocation (placement). There is some evidence to indicate that many individuals, if not the agencies and institutions they represent, are satisfied to "just get a job" for the deaf whom they serve. It would seem desirable that the deaf be placed in employment at the highest possible level, initially, as only 13% of the males and females studied had advancement opportunities without further training according to their supervisors.

Placement services must not be relegated to a place of minor importance, but rather elevated to a service status equal to, if not surpassing, evaluation, counseling and training. The data strongly suggested that the occupational status of the young deaf adult would have been greater if more widespread, intensive and determined placement services had been provided.

Although follow-up services subsequent to placement were not specifically investigated, the data of the study suggested that there was generally very little assistance available from educators or rehabilitation workers to either deaf employees or employers once placement had been made. There is definite need for intensive follow-up services.

It is fairly obvious that in the Southwest area, there are a rather large number of young deaf adults that appear to be in need of sheltered programs, terminal and/or transitional in nature. Indications are also present that efforts to serve this marginal and sub-marginal group could be intensified.

CHAPTER IX

CONCLUSIONS AND IMPLICATIONS

A. Conclusions

The purpose of this study was to determine and assess the occupational status of the young deaf adults of the Southwest; the current employment preparation resources for them; their vocational aspirations, aptitudes and opportunities; and their need for specialized rehabilitation facilities.

The rate of unemployment, occupation level, wage, and opportunities for advancement, when compared to the same age group of the general U. S. adult populaton are inferior. The deaf of the Southwest did not experience the salary advancements indicated for the general United States population as reported in Department of Labor bulletins.*

Employed young deaf adults performed well in their jobs, as evidenced by the favorable reports of most supervisors regarding job performance, willingness to have one or more deaf subordinates, and willingness to advance them if further training were received.

The vocational preparation resources for the deaf are somewhat limited. Other than the state residential schools for the deaf, no known facility in the Southwest provided vocational training to large numbers of deaf persons; and administrators of these schools conceded that their vocational courses were generally neither terminal nor comprehensive in nature and were probably inferior even as pre-vocational programs. With the exception of at least three private and state rehabilitation facilities which provided various services on a limited scale to a few deaf persons, there are no known post-school vocational and/or technical training facilities which employed special staff or acquired special equipment to serve deaf trainees. On-the-job training seemed readily available, but these situations do not appear to provide extensive training at skilled levels. Professionally oriented vocational guidance services in schools for the deaf are non-existent. Vocational selection appears to be limited, as the variety of occupations to which both the current and former students aspire are usually related to courses offered in school and to occupations already held by deaf persons. However most of the occupations to which the deaf aspire, require vocational-technical training.

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* Refer to footnotes 26, 27, Tables 12, 13, pages 40 and 41.

The aptitudes of young deaf persons, as determined by the General Aptitude Test Battery, indicated that many had the potential to succeed in a wide range of occupational areas requiring vocational training. However, this testing indicated that the deaf had inferior verbal abilities in comparison to hearing persons. It can be assumed that they cannot be expected to reach higher occupational levels until verbal ability is considerably raised and/or until training programs circumvent the communication problem. Only a few appeared to possess the aptitude for success in training at the technical level. Several young deaf adults of the Southwest were unqualified for the competitive labor market due to an additional physical disability, mental retardation, mental/emotional disorder, adjustment problem, or a combination of these.

The opportunities for the young deaf adults to advance under their present employment situations are limited. In spite of their employer's ratings of "average" or "above average" in the performance of their jobs, only a few of the employed young deaf adults can advance beyond their present occupational levels without re-training and/or relocation.

The major difficulties experienced on the job, by young deaf employees focused on communication problems. Other difficulties relating to successful employment included the following:

(1) limited academic achievement;

(2) employer prejudice, greater in securing employment; but less after deaf persons were already employed;

(3) lack of counseling and vocational evaluation services;

(4) lack of sufficient and effective vocational and/or technical training;

(5) over-protection by members of their families;

(6) lack of effective assistance in securing initial employment at the highest possible level;

(7) disabilities in addition to deafness including physical disabilities, mental retardation, mental and emotional disturbance and adjustment difficulties;

(8) lack of extended follow-up to insure stability on the job;

(9) lack of the availability of counseling services to the deaf adults on a regular basis, and;

(10) negative work habits and attitudes.

The need for updating and upgrading vocational training and ancillary services for young deaf adults appears to be overdue. Many of these services, could be provided in specialized rehabilitation facilities. Unfortunately, as was hoped in the planning phase of this investigation, the data did not reveal the specific type of facility setting best suited for this purpose, i.e., integrated, or segregated with regard to programs for the hearing.

A majority of current students, former students, and parents of both, perceived a need for post-school training and indicated support for such programs if the opportunity were available. A majority of parents preferred that post-school training for young deaf adults be provided in a facility for hearing students where modifications, including additional staff, have been introduced to serve deaf trainees. Approximately 40% of the young deaf adults had a preference to be trained with deaf peers.

B. Implications

1. For Practice

The implications from the data obtained in this study provide few, if any surprises, but they do serve to document what many educators and rehabilitation workers have been recently stating.

a. More emphasis must be placed upon academic development, particularly in verbal abilities, in schools for the deaf.

b. Deaf persons, especially young adults, are in great need of occupational information for preparation in selecting their life's work. Guidance programs staffed for psychological, educational, and vocational assessment, and counseling are needed in schools for the deaf.

c. Workshops for parents of upper grade students in schools for the deaf would be highly valuable in properly orienting the family to the world of work the young deaf adult will enter.

d. Schools should establish and standardize routine record keeping systems which include follow-up information on alumni. The standard Student Record Form recently initiated by the Conference of Executives of American Schools for the Deaf is an excellent step in the right direction. Programmed punch cards would enable immediate tabulation of national statistics and simplify record keeping.

e. Post-school employment preparation programs, properly staffed and equipped are needed to serve the deaf. The following programs should be considered:

  (1) terminal and transitional sheltered programs for the marginal/submarginal;

  (2) vocational training in a wide range of vocations for the average deaf adult;

  (3) technical training for the above average and gifted deaf adult.

f. Any large facility established or adapted to provide post-school employment preparation training should be comprehensive in services provided, regional or national in enrollment, terminal in training, and be staffed with professionals oriented to serving deaf people.

g. Placement services should be expanded and include thorough explanations and instructions orienting the deaf person to the job.

h. Follow-up services after placement are apparently extremely limited but are vital for the deaf for continued job success.

i. Adult education for upgrading present knowledge and skills and for retraining should be made available to the deaf.

j. Professional counseling services for the deaf adult on a continued basis is sorely needed.

k. Effective public information programs directed to employers regarding the deaf are needed.

l. There is great need to establish close working relationships among the various agencies, institutions and individuals in each state (and among states) who provide services to deaf persons.

2. For Further Study

a. Studies to determine future jobs which might be available for the deaf as a result of increased technology and expanded labor markets would be of assistance in raising the occupational horizons of the deaf.

b. Studies to develop a valid instrument for measuring the vocational aptitudes of deaf persons would be valuable. Relative to this, a follow-up study on the juniors and seniors who took the General Aptitude Test Battery might be warranted.

c. Further inquiry of the "unemployed" is greatly needed to determine adequately their occupational status and vocational needs.

d. Experimentation with sheltered programs, both terminal and transitional is needed with the multiply handicapped deaf.

e. A valid random survey of the older deaf adults is needed.

f. Studies are needed to assess further the effectiveness of facilities for the hearing in which deaf adults have enrolled.

g. More intensive educational research is needed to determine more effective means of upgrading academic achievement particularly in the area of verbal ability.

h. Demonstrations are needed by which schools can radically alter their present programs (through financing) in an attempt to answer such questions as (1) Will the "holding power" of the schools be affected by disregarding vocational courses offered? (2) What would be the most effective pre-vocational program leading to post-school terminal training or employment? (3) Is it feasible for schools to alter their present vocational education curriculum to provide terminal training in up to date vocational and technical areas? (4) Is it feasible to devise cooperative vocational-education programs among the public schools of several different states?

i. Demonstrations to determine the effectiveness of post-school facilities solely for the deaf vs. use of facilities where both deaf and hearing trainees are enrolled are indicated.

j. Further inquiry into on-the-job training programs to determine effectiveness and availability.

k. Duplication of this survey in the future for comparison and to note trends.

APPENDIX

A. Questionnaires for Parents

B. Interview with Young Deaf Adult

C. Interview with Immediate Supervisor

D. Questionnaire

E. Form for Administrators of Schools for the Deaf

F. Case Record Form

G. Form for State Rehabilitation Agencies

H. Parents' Comments

I. Interviewers' Comments

PRECEDING PAGE BLANK- NOT FILMED

APPENDIX A

QUESTIONNAIRE FOR PARENTS

TO THE PARENTS:

This questionnaire has been sent to the parents of 150 deaf students. It is also being sent to the parents of 450 young deaf adults who have already completed their education in schools for the deaf.

In addition, your son or daughter may be interviewed personally, provided of course, that they give their consent. If your son or daughter is employed, the employer will also be interviewed.

You may be assured that the information you provide in this questionnaire and the interviews with your deaf child and his or her employer will be kept in strictest confidence.

It is very important that you fill in the information in the questionnaire.

Thank you for your cooperation.

Project Director

It is very important that you fill in the information below in addition to the rest of the questionnaire.

If you have a deaf son or daughter who has worked but is now unemployed, list his or her jobs and weekly wages before quitting work.

Job Description	Weekly Wages (Before Deductions)
1.____________________	____________
2.____________________	____________
3.____________________	____________
4.____________________	____________
5.____________________	____________

Does he or she plan to return to work someday? Yes______ No______

QUESTIONNAIRE FOR PARENTS

Please follow these guidelines in answering this Questionnaire:

1. This Questionnaire should be filled in by the two parents or guardians together, if possible, and reflect the thinking of both.

2. Answer all the questions that apply to your son or daughter. (You will be unable to answer some if your son or daughter is still in school.)

3. It is important that you understand what is meant by "vocational-technical training." We refer to training which would offer a broad range of instructions to prepare students for occupations consistent with the upper limits of their ability. Some students would learn semi-skills, some would learn trade skills, some would learn highly technical skills. All would be prepared for occupations for which there will be a demand in years to come.

   This vocational-technical training could be provided in several ways:

   a. Deaf young adults could be placed on-the-job and learn from experience and possibly from instruction provided by the employer or immediate supervisor.

   b. Vocational-technical training centers could be established solely for the deaf. Deaf students would have the opportunity of going to such centers after leaving the regular schools for the deaf. It would be expected that these centers be staffed entirely with people trained and experienced in work with the deaf.

   c. Many vocational and technical centers already exist for hearing persons. The deaf young adult could go to these centers for training.

   d. The already existing training centers for hearing people could add to their staff, a few people with training and experience in work with the deaf. Deaf persons who went to such a place would receive instruction and training among a probable larger student body of hearing students. However, they would have the benefit of counseling, guidance and possibly some instruction by persons trained and experienced in deaf education.

The Questionnaire, Page Four, Section IV, B, provides a place for you to state your recommendation regarding the type of place you would want young deaf adults to receive vocational-technical training.

I. General Information

A. Deaf son or daughter's full name ______

Address ______ Birthdate ______ ___, ___

Month Day Year

Male ______ Female ______

B. Parents Names ______

Address ______

C. Father: Deaf ______ Hearing ______ Hard of Hearing ______

Occupation ______

Company ______ Address ______

D. Mother: Deaf ______ Hearing ______ Hard of Hearing ______

Occupation (Note if housewife) ______

Company ______ Address ______

II, Occupational status of son or daughter:

A. Is your son or daughter:

Working full time ______ Working part time ______ Going to School ______

Looking for work ______ A housewife not employed outside ______

Other (please explain) ______

B. If your child is working, give the name, address and telephone number of the company and, if possible, the name of his employers or immediate supervisor: ______

C. If your child is working, please describe his job:

______

D. Do you feel that this is a good job for your son or daughter:

1. Yes ______ No ______
2. Why ______

E. What do you believe would be a good job, given the necessary training, for your son or daughter?

______

1. Why? ______

III. Training (only for parents whose children have left the school for the deaf)

A. Did he or she continue to go to school or take training after leaving the school for the deaf? Yes ______ No ______

B. If "yes":

1. Name of School ______ 2. Address ______
3. General course taken ______
4. Length of course ______ Dates attended ______
5. Did he or she graduate? Yes ______ No ______

6. What was the total cost to you personally? (Books, tuition, board, transportation, etc.)____________________

7. Did he or she receive any outside financial assistance?
   a. Yes_______ No_______ b. If "yes": source_____________
   amount$____________

8. Did your child encounter difficulties of any kind during his course? a. Yes_______ No_______ b. If "yes" describe:__
   ____

IV. Vocational Technical Training (BEFORE ANSWERING THIS SECTION, YOU MAY WANT TO REVIEW THE EXPLANATIONS ON PAGE ONE, NUMBER THREE)

A. Do you approve of the idea of vocational-technical training for young deaf adults after they complete their studies at a school for the deaf?
   1. Yes_______ No_______ 2. Why?________________________

B. If your son or daughter had the opportunity, desire, and family approval to get vocational-technical training, in what type of place would you recommend that this training be received? (check only one)
   1. a.____On-the-job training
      b.____Vocational-technical training centers established solely for the deaf.
      c.____Existing vocational-technical training centers for the hearing without special staff trained to work with the deaf.
      d.____Existing vocational-technical training centers for the hearing but with special staff trained to work with the deaf.
   2. Why? (Give a reason for your choice.)____________________

C. Assuming that finances would be no problem, if your son or daughter had the opportunity to get vocational-technical training next fall or the year after, would you encourage him or her to go?
   1. Yes________ No__________ Not Sure____________
   2. Why____
   3. If "yes", what would you like him or her to study?
      a. ______________________ b. ____________________

D. Would you prefer to have your deaf son or daughter go to school with:
   1. Hearing students_______Deaf Students_______Doesn't matter________
   2. Why?____

E. Do you feel that your deaf son or daughter is having any kind of employment problem or difficulty for which professional help is needed?
   1. Yes__________No__________ 2. If "yes", explain:______________

V. Other children (show whether deaf, hearing or hard of hearing) Fill in for any hearing son or daughter presently employed.
   Name_____________________________Age___Sex___Weekly Wages______________
   (Before deductions)

Signature of person filling in Questionnaire______________________________

Relationship to young deaf person: Father________Mother________Other__________
(Specify)

APPENDIX B

INTERVIEW WITH YOUNG DEAF ADULT

Date

I. Vital Information
  A. Name B. Birthdate
  C. Male or Female D. Address Phone

  E. Parents
  Name
  Address Phone

  F. Marital Status
    1. Married Separated Divorced
      a. Number of children
    2. Single
      a. Engaged Go Steady Neither

  G. Are you:
  Working (Employed) Housewife Student None
  (If "none", explain, i.e., unemployed, etc.)

  H. Did you continue training for a job after leaving the school for the deaf? Yes No
  If "yes" explain:

II. Occupational Status (Do not ask II, III or IV if continuous student)
  a. Jobs to present:
  First job
    1. Company Address
    Description of work
    Date of employment Reason for Departure
    2. Company Address
    Description of work
    Date of employment Reason for Departure
    3. Company Address
    Description of work
    Date of employment Reason for Departure
  Present or last job
    4. Company Address
    Description of work
    Dates of employment Reason for Departure
    Still working there

III. Job Satisfaction and Communication (Ask III only if presently employed full or part-time).
  A. How did you find your job: (Vocational Rehab., want ad, employment service, friend, parents, school, etc.)

B. Do you like your job:
   1. Like it very much______ O.K.______ Dislike most things about it______
   2. Why do you feel this way about your job?______________________

C. Do you want to keep your job or would you want to change?
   1. Keep my job______________ Change jobs______________________
   2. If the answer is "change jobs", why do you want to change?
   ____

D. How do you communicate with your boss (immediate supervisor)?
   Speech______ Writing______ Formal Signs______ Natural gestures________

E. Does your boss understand you.
   Always______ Most of the time_________ Sometimes_________ Never_________

F. How does your boss communicate with you?
   Speech______ Writing______ Formal Signs______ Natural gestures________

G. Do you understand your boss?
   Always______ Most of the time_________ Sometimes_________ Never_________

H. Do you think your boss would give you a better job if one were available?
   1. Yes________ No________ Not sure______________________
   2. If "no" or "not sure", why?______________________

IV. Economic Status (Ask Part IV only if presently employed full or part-time)
Do you work full-time?______ Average No. of hours (per week)______
Do you work part-time?______ Average No. of hours (per week)______
Not including overtime, how much money do you earn each week?
(wages before deductions)______________________
Do you ever work overtime?
A. Yes______ No______
B. If "yes", average number of hours per week______________
C. If "yes", how much money, on the average, do you make each week on overtime?______________________

D. Do you receive financial help from anyone? (Excluding husband and wife.)
   1. Yes______________ No______________
   2. If "yes", from whom? give average weekly amount. (Count room and board at $15.00 per week)
   Source______________________ Average weekly amount________

V. Aspirations
A. What occupation would you like to have in the future (female may choose housewife)______________________
B. Do you think you will have that occupation in the future?
   Yes______________ No______________ Not Sure__________
C. Would this job require more training?
   Yes______________ Kind of training______________
   No______________

D. If the answer to V, B is "no" or "not sure", why won't you have that job?______________________

E. If finances were no problem, would you go to a vocational or technical school next fall? (or the fall after next, if a junior)?
1. Yes ______ No ______ Not sure ______
2. If "no" or "not sure", why? ______

F. Would you attend night classes at such a school?
Yes ______ No ______ Not sure ______

G. Would you prefer to go to school with:
1. Hearing students ______ Deaf Students ______ Doesn't matter ______
2. Why? ______

H. Do you like the idea of vocational and technical training for young deaf people who do not go to college?
1. Yes ______ No ______ Not sure ______
2. Why? ______

I. If you went to a vocational-technical school next fall (for junior, another school the year after next) what would you want to study?
______

IV. Students to be asked in addition to Sections I and V:
A. Where do you go to school? ______

B. When you leave school what do you plan to do?
1. Go to College ______ (If currently in college, graduate studies)
2. Go to work ______ a. What kind of work will you look for ______
______
3. Other (explain) ______
4. Undecided ______

C. Have you ever had any summer or part-time job?
1. Yes ______ No ______
2. If "yes" describe: ______

Location ______
Duration in minutes ______
Interviewer ______

APPENDIX C

INTERVIEW WITH IMMEDIATE SUPERVISOR

Date ____________

I. General Information
   A. Name of Deaf Employee ____________________________
   B. Company ____________________________
      Address ____________________________
   C. Supervisor being interviewed:
      Name ____________________ Position ____________

II. Current occupational status of employee:
   A. Describe in detail the work performed by the employee:
      ____

   B. Describe all previous jobs, if any, held by the employee in this company.
      ____

   C. If the employee has held different jobs, does his present job constitute
      a promotion ________ a demotion ________ neither ________

   D. If the employee has held different jobs, is his salary now:
      higher ________ lower ________ the same ________

III. Training
   A. In order to acquire proficiency in the employee's present job, what is required?
      1. Simple demonstration ______ 2. On-the-job training ______
      3. Classes conducted by Company ____________________
      4. Vocational-technical training in a trade school ____________

   B. Describe any training and/or skills required prior to hiring for present
      job ____

   C. Do you feel that additional training, i.e.,: night classes, trade school,
      etc. would benefit the employee?
      1. Yes ____________ No ____________ Not sure ________
      2. Why? ____

   D. What opportunities for advancement do you think he has before him in your
      company without further training?
      1. Considerable ____________ Limited ____________ None ________
      2. Why? ____

   E. What opportunities exist with further training?
      1. Considerable ____________ Limited ____________ None ________
      2. Why? ____

F. List any jobs in your company which you feel that the employee could handle with more training.

____

G. If you are in favor of further training for the employee, what type of training would you suggest?

____

H. Would you be willing to rehire this person after he completed additional training? yes____________ No____________

IV. Communication

A. How do you communicate with this employee?
Speech and Speech reading________ Writing________ Gestures________
Sign language____________ Finger Spelling____________

B. Have you learned sign language? Yes__________ No__________

C. Does the employee understand your instructions?
Always________ Usually________ Occasionally________ Never______

D. How well do you understand the employee in general?
Always________ Usually________ Occasionally________ Never______

E. How well do you understand his speech?
All of it________ Most of it________ some of it______ None of it______

V. Productivity

A. How would you rate this employee in comparison with others doing the same job?
Above average________ Average________ Below Average__________

B. Can you list any aspects of the employee's job which are complicated by his deafness?

____

C. Name some personal qualities, if any, of the employee which you feel contribute to his value as a worker.

____

D. Name some personal qualities, if any, of the employee which detract from his value as a worker.

____

VI. Attitude of immediate Supervisor

A. If the decision were yours, would you favor having more deaf people working under you?
1. Yes____________ No____________ Not Sure________
2. If "no" or "not sure", why?____________________

B. Do you sometimes wish you had no deaf people under you?
Yes____________ No____________ Not Sure________
Why?________________________________

C. Any additional comments you care to make.

Location
Duration in minutes
Interviewer

Interviewer's comments:

APPENDIX D

QUESTIONNAIRE

YOUNG DEAF ADULTS IN TRAINING

(To be completed by Heads of Post-school training facilities for the hearing)

1. Name of current or former student: ____________________
2. Status of students: (Please check one)
   - Current student ______
   - Graduated ______
   - Certificate of attendance ______
   - Dropped out volitionally ______
   - Dismissed before graduation ______

3. a. Level and type of program in which student is or was registered:
   - Junior high school academic ______
   - High school academic ______
   - College academic ______
   - College technical ______
   - Noncollege technical or vocational ______
   - Commercial ______

   b. If nonacademic, area of special studies:

   ____

4. Length of program (years or months) in which student enrolled:

   ____

5. If students studies were terminated before graduation, reason(s):
   - Not equipped intellectually ______
   - Problem of communication ______
   - Not sufficiently motivated ______
   - Could not adjust socially ______
   - Other ______

   ______

6. General performance as a student (Please check one)
   - Superior ______
   - Average ______
   - Below Average ______

7. a. Subjects or tasks in which student shows (showed) superior strength:

   ____

   b. Subjects or tasks in which student shows (showed) a deficiency:

   ____

8. a. Did student receive special tutoring?

   Yes ______ No ______

   b. If "yes", how much and in what areas?

   ____

9. Other students' general acceptance of this deaf student socially; (please check one)
Favorable____________________ Unfavorable____________________

10. On the basis of this student alone, how would you feel about accepting another comparable student? (please check one)
Favorable____________________ Unfavorable____________________
Why?____

Please add below, any information which is not specifically requested in this Questionnaire, but which might add to the investigation.

APPENDIX E

FORM FOR ADMINISTRATORS OF SCHOOLS FOR THE DEAF

1. Types of diplomas awarded to school leavers (check those you use):
   Academic diploma______Vocational diploma______Certificate of Attendance____________Other____________.

2. Number of academic teachers employed by school.____________
   Number of vocational teachers employed by school: Full-time___Part-time___

3. Vocational courses offered (exclude home economics and art):
   ____

4. Average number of clock hours per year/per student spent in vocational training:
   Seniors__________Juniors________Sophomores______Freshmen__________

5. List vocational courses which are terminal; that is, courses from which students can enter the occupations directly after completing their training at your school with no need for further formal training:
   ____

6. Is there any legal or traditional age maximum at which students are required to terminate their school programs? (State age and explain.)
   ____

7. Is there any legal or traditional age minimum at which students may be graduated or turned away from school? (State age and explain):
   ____

8. Do you encourage your "graduates," particularly the more gifted, to enter academic or other training programs in their home communities? (If yes, explain):________________________________

APPENDIX F

CASE RECORD FORM

School______________________________ Date______________________________

It is important that the following data be accurate. It should be possible to collect this information directly from school records with the possible exception of II-C, II-E and V, and VI which might require consultation with school staff.

I. Vital Information

A. Present or former student's name:______________________________
(Last) (First)

B. Birthdate:______________________________
(Month) (Day) (Year)

C. Sex: Male_______
Female_____

II. General school background

A. Date student admitted to first school:*______________________________
(Month) (Year)

B. Date student left last school*______________________________
(If still student, leave blank.)

* For purpose of this record, exclude part-time clinical and nursery programs outside a school setting, and special training programs taken outside the jurisdiction of same.

C. Schools attended (for deaf or hearing):

	Name	Duration (academic years, months)
First		
Last		

D. Total number of years and months in school to date:

____
(Academic) (Years) (Months)

E. If not presently a student in this school, condition of leaving school: (check one) Graduated_______ Transferred_______ Dropped out before graduation____________ Excluded * before graduation__________

* An administrative decision by reason of discipline, atypical behavior or other conditions limiting student's ability to learn.

If student excluded before graduation, cite reason:

____

Referral by school, if any:______________________________

F. Day or residential student: (check one) Day__________________
Residential____________
Both, at different times ____________

III. Hearing

A. Severity of hearing impairment * ________ ________ ________
500 cycles 1000 cycles 2000 cycles

* Decibel loss, better ear, by pure tone air conduction, most recent audiogram available in school records.

B. Does the subject wear a hearing aid: Yes_____ No_______

C. Age at onset of deafness, to nearest year: (Circle one)
0* 1 2 3 4 5 Other____________________
(age)

* Congenital

IV. Mental Ability

A. Last test of mental ability administered:
Test name and form:__________________ Score____ Date Administered______

Age of student at time:____

V. Academic Achievement

A. Last standardized achievement test administered to student:
Test name and form__________________ Date Administered______________

Age of student at time: ____

Subtest	Grade Level

Overall grade level (Give mean, not median, achievement) __________________

VI. Vocational Training

A. Number of years of vocational and/or prevocational training to date: (exclude home economics courses and art)__________________years.

B. If female student, how many years of home economics:_________years.

C. Estimate of total number of clock hours of vocational and/or prevocational training* student has had in school:__________hours.
* Again exclude home economics and art)

D. If female students, how many additional clock hours did she have in home economics:_______________hours.

E. Terminal vocational courses* taken (list in order of emphasis) and total clock hours in each:

	Course	Total Clock Hours
1.		
2.		
3.		
4.		
5.		

* courses leading directly to skilled employment.

VII. Other pertinent information

A. List and describe handicaps, if any, in addition to deafness: ______________________________

B. School records and conversations might yield other information on this former student, information which is closely related to the overall project. If so, please add: ______________________________

Interviewer____________________

APPENDIX G

FORM FOR STATE REHABILITATION AGENCIES

NAME OF FORMER STUDENT	REHAB CLIENT		SERVICES PROVIDED
	Yes	No	
(The names were listed by project headquarters prior to mailing.)			

APPENDIX H

PARENTS' COMMENTS

The Questionnaire For Parents requested a description of any employment difficulties experienced by young deaf adults--particularly those who were unemployed. In addition, several parents of employed young adults and of current students submitted extra comments on the last page of the form or returned a letter with the questionnaire. The following are selected statements which indicate the content and variety of parental response.

. . .I hope I have expressed how strongly I feel the need for a post-school training program. It would mean so much less waste of valuable talent.

. . .I have become friends with many families of adult deaf. They are barely making a living. Some as janitors in cafes with very little salary, pan washers in a bakery, very little salary. Some work in the boot factory; they get poor wages and no advancement. To prevent this continuing, the young people now need more vocational training.

. . .The mother returned a letter with her questionnaire stating her concern for her son. . .She expressed interest in learning more of what training facilities are available.

. . .Long before we received the questionnaire we were wondering where he might go to receive some type of vocational training. This is something we have always hoped for.

. . .Our daughter is bluffing on the job and lacks confidence in herself.

. . .Ray is not physically able to do work. His health is so bad. I do wish something for him for he gets too upset and lonely here. No one for him to be with.

. . .We need more information on vocational-technical training, when to get this training? What sorts of training does the centers offer? About job placement after completing the training, etc.

. . .He has personality difficulties; refused to return to school.

. . .Our son is being helped by the ____________ Vocational Rehabilitation; still receiving diagnostic services; has never worked.

. . .He doesn't work, he just stays at home.

. . .Would have still been working but didn't get enough pay. Too many take advantage of the deaf because they can't talk to them and stick up for themselves. Need a man in this town to see the employers don't cheat deaf people.

. . .She has been trained as a beauty operator, but there is so much competition she can't make enough to live on, away from home, and can't find work at home. She was a very good key punch operator when she was in school but it was Remington. Everyone wants IBM.

. . .Our daughter is looking for a school where she can receive training.

. . .The mother attached a note saying that her daughter visited with her recently and she asked her daughter if she would like to work and she said she would but she does not want to have to go to a facility for training. She prefers on-the-job training.

. . .I would like for Dianne to have training in some type of work. . .I do not feel that just graduating from school would qualify her for any type of work without more training.

. . .There are no places to go to be trained for something else.

. . .We would like for our son to get training but finances would be a terrific problem with us.

. . .I think the school has done a nice job with what they have and I think it is a wonderful school. We will never forget the help they have given our son.

. . .Since he was used as free labor in his first training, he doesn't trust anyone.

. . .We are in need of help. He cannot find work.

. . .Employers in general usually have a helpless attitude when confronted with a deaf applicant. They appear willing but are unaware of how to cope with the deaf employee.

. . .No one wants to hire him because of his handicap and lack of training.

. . .My son was employed but would like to learn a trade. He was laid off from the other jobs he had. No one wants to be bothered with him because he is handicapped which is a pity because he is a hard worker.

. . .He is not trained at any one skill to find work. He didn't get the vocational training he needed.

. . .Has reading problems; lacks confidence in his ability to go ahead without being told.

. . .He is backward about asking for employment. Does not understand how to go about this by himself.

. . .He has quit school and has no training to get a job.

. . .Has never worked. My son only uses one hand to any advantage and can't do work that requires standing for any length of time. My son has had no special training but is very anxious to have such. I think if there is such a training center or school that has a dormitory or a place to stay on the job such as board and room it would be very advantageous to him as he has never been away from home.

. . .She would like a job in three more years as her child will start to school.

. . .She should work in a sheltered environment.

. . .She has not been successful in finding work so far.

. . .My daughter desires to work but needs vocational training.

. . .She doesn't have an education; no trade skills. My daughter is not qualified for any type work outside of ironing and helping me at home. We are trying to teach her ourselves and in the meantime find a proper school for her to further her education so she can become independent.

. . .Not enough vocational training at school.

. . .There does not seem to be anyone in this area to give them assistance.

. . .The unemployment office is of no help to her.

. . .Unable to find work on her own; at present, Dist. VRA counselor visits once a year.

. . .Has a baby 2 mos. old and no support at all. She has gone to beauty school about 2 mos.; she has a hand and leg which at one time was paralyzed. I have tried to get help for her.

. . .No specific training that would fit her for any job other than manual labor.

. . .There is no job around here for handicapped persons. I have tried to get her a job.

. . .She took an IBM course and they promised her work but she never has found work yet. I am wondering why.

APPENDIX I

INTERVIEWERS' COMMENTS

The project interviewers were asked to submit statements on the interview form regarding each unemployed former student interviewed. Since most of the interviewers had previous direct professional contact with many of these young deaf adults in education or rehabilitation, it was felt that their statements would be quite valuable in assessing the problems of the unemployed. The following are selected statements, from the many submitted, which indicate the variety of information obtained.

. . .He is severely retarded.

. . .This young man had no formal schooling. The one year at the school for the deaf was through DVR. It was more of an orientation in vocabulary building phase. He drinks a lot and is not dependable. DVR is still trying to help him.

. . .This young man claims he has spent all the money he has earned trying to get his hearing corrected by different people that claim to cure ailments *through prayer and medicine.*

. . .The boy has to be supervised practically all of the time because of the "fits." The father claims he was accused of burning the house one time when he disappeared.

. . .It was impossible to communicate with this young man as he has neither oral nor manual communication skills. His mother indicated a strong desire that he be helped with training and job placement.

. . .He has had training at ______________ twice, but this did not train him to stick to a job. He is a drifter. I suspect he is a great "salesman." I doubt if he will ever settle down to a job. He is a good body-fender man.

. . .John is very undecided about his future. He is presently doing odd jobs for his father and is receiving incidental money for this. He was scheduled for evaluation but did not go.

. . .Has temper tantrums, had an outburst while I was in the home. He jumped up, stamped his feet; then squatted behind his mother's chair.

. . .He told his parents that the shirt factory closed. I have had contact with the company since he left and they say he just didn't show up for work. They had no idea why he left the job. The employer allowed him to receive unemployment insurance rather than going to the bother of defending their position.

. . .He says he is with a construction company at another city but they are waiting on bids. It could be true but my belief is that he is peddling. He is another of the "rolling stones" who is the despair of all, including his family.

. . .He was laid off for questioning orders from foreman; he is a good woodworker but is easily frustrated.

. . .Little formal education, responses to questions were vague. He seems bright enough and is badly in need of counseling as well as training.

. . .This young man dropped out of school. His training, both academic and vocational, is quite inadequate. He seems badly in need of counseling and additional training. His parents are anxious that he return to school but he refuses.

. . .Guardian says he cannot be left alone in house for safety reasons. Says his mind is bad.

. . .Former client of VR; is probably able to work on a limited basis, retarded and emotionally high strung.

. . .She has had poor health since finishing school. She spent some time in Charity Hospital and is slowly getting stronger. Her mother is anxious to find employment for her and also her husband. The mother is concerned about the time that she will no longer be available to take care of her daughter.

. . .Because of her very low IQ we have found it difficult to secure adequate employment training.

. . .An apparently healthy girl physically; shy and bashful, very difficult to communicate with; her mother feels that she is better at home and that she will never be able to face people or get a steady job to help support herself.

. . .Training program was offered but they were not interested.

. . .This young woman has been greatly overprotected by the parents. They realize they cannot take care of her forever and understand the necessity of her getting some type of employment or training for employment.

. . .She really needs a sheltered environment.

. . .Her father died within the last 2 months and since that time she has refused to eat but very little; she has been very upset, refused to talk with interviewer very much, turned away to cry much of the time. She looks very pale and thin; her mother said she had taken her to the doctor often since her father's death; she refuses VR help although she was a former VR client.

. . .She was academically limited. Employment in hometown is difficult; unable to care for self if relocated without close supervision.

. . .She appears to have been isolated for so long in this small village that she has lost whatever communication skill she ever had, either orally or use of sign language. She really did not understand the interviewer's purpose or the reason for the survey. There is little enough potential here to begin with and it is further complicated by the overprotectiveness of the parents. She understood I was visiting her to take her back to work at _____________, her parents have apparently given her the impression that she could work there. It seems at best there is only enough potential for sheltered employment, if that.

. . .Has had mental problems and was put in State hospital but is released now under family care.

. . .She is a former VR client and began training in lab. work. Irregular attendance caused her discharge from the training program. VR helped thru beauty school, but she failed the State exam; VR gave additional brush-up on theory with private tutor, after getting license VR purchased hearing aid, helped locate jobs as beauty operator.

. . .She is waiting for a job at __________ bank. She was only 17 and 1/2 when graduated and had to wait until she was 18.

. . .She might like to have a job after the children get older.

. . .Interviewee is known to be mentally retarded. Only likelihood for employment is of the sheltered type.

. . .This 20-year-old female attended business college and finally got a job as a typist. However, she was fired after 3 months because she did not do her work well. She is now unemployed and looking for work.

. . .Her visual problem is a great obstacle to vocational planning.

. . .She seemed to have below average ability but definitely employable and should be working. Too little initiative and too much overprotection by family.

. . .This young woman appears severely mentally retarded.

. . .Evelyn has a left leg which is shorter than right. She is very limited in communication. Environment at home very nice, clean, and well kept. (Was referred to local VR counselor by interviewer.)

. . .After house is finished and baby gets a little older.

. . .She is a licensed beautician; a job was offered her in Jackson but her parents did not let her go. She said her father would not let her work. She has good communication, took beauty culture, did well and passed the State test.

. . .When her child was older.

. . .When her baby was older.

. . .When her child was older.

. . .She says she would like to work but has no idea what she would like to do.

. . .This young lady has been out of school 2 years and has made little attempt to get work in spite of the insistance of her mother. She seems to be apprehensive about having contact with people outside the family and small circle of friends.

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